

*Landmarks in the History of Education*

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SELECT DISCOURSES

FROM

THE IDEA OF A UNIVERSITY



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Select Discourses  
FROM  
The Idea of a University

BY  
JOHN HENRY NEWMAN

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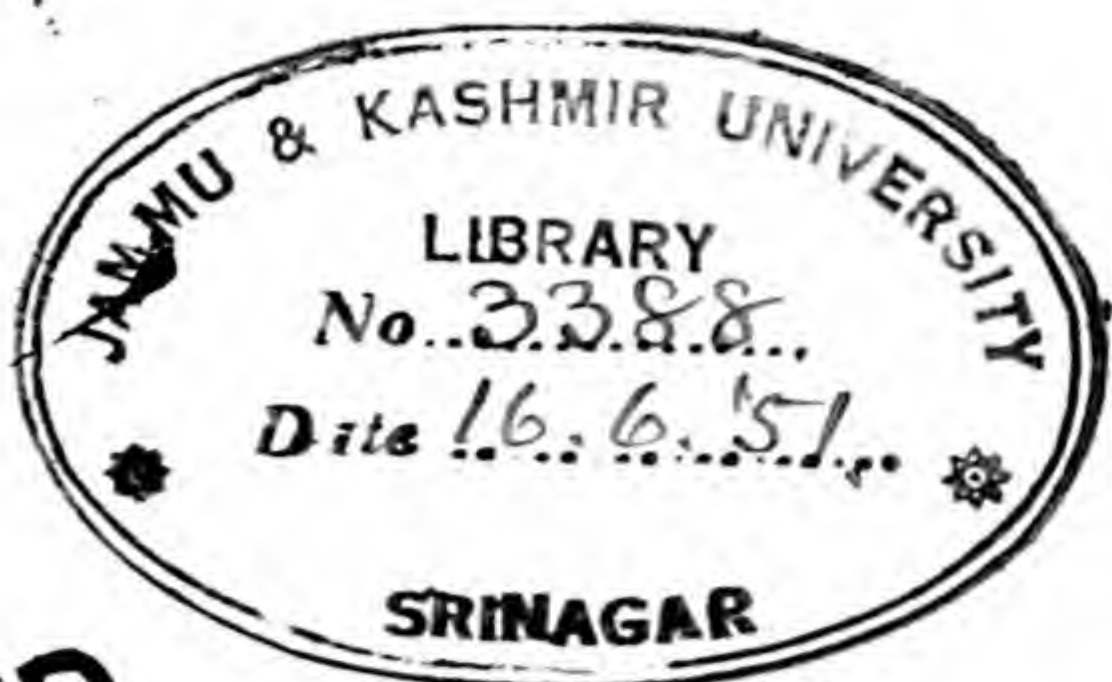
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# CONTENTS

*Introduction* . . . . . *page* vii

## THE IDEA OF A UNIVERSITY

PREFACE . . . . . 3

### *Discourse I*

INTRODUCTORY (Extracts) . . . . . 17

### *Discourse V*

KNOWLEDGE ITS OWN END . . . . . 24

### *Discourse VI*

KNOWLEDGE VIEWED IN RELATION TO  
LEARNING . . . . . 48

### *Discourse VII*

KNOWLEDGE VIEWED IN RELATION TO  
PROFESSIONAL SKILL . . . . . 75

### *Discourse VIII*

KNOWLEDGE VIEWED IN RELATION TO  
RELIGIOUS DUTY (Extracts) . . . . . 102

### *Discourse IX*

DUTIES OF THE CHURCH TOWARDS  
KNOWLEDGE (Extracts) . . . . . 121

LITERATURE: A LECTURE . . . . . 132

NOTES . . . . . 157



# INTRODUCTION

## THE OCCASION

The middle thirties of the last century saw a great interest arise in the higher education of the nation. Oxford and Cambridge might retain their social and religious exclusiveness, London, Manchester and Durham established new Universities of their own, lacking it is true the inspiration of a great tradition, but correspondingly free from its fetters. Mechanics' Institutes for the further education of the working class sprang up in many of the midland towns, and if the days of Morris and the Socialists had not yet arrived, there was no dearth of lecturers for the work. The Society for the Diffusion of Useful Knowledge was in the hey-day of its power, scattering over the land its volumes of entertaining and useful information at the modest price of a penny a book. Public reading-rooms began to appear in large cities, and all was done that was possible to make advanced education for the lower middle classes attractive, useful and productive of virtue.

Theory kept pace with or followed hard upon the heels of practice. But except in the case of Spencer, the theorists found little satisfaction in the new institutions of the day. Many of the writers had themselves been educated in the older Universities—Whewell, Newman, Pattison, Arnold and Seeley, for example—and the claims of the modern institutions to be offering education of University rank moved them to examine the principles underlying the methods by which they had been trained themselves and to compare them with the new, for the most part to the discredit of the latter. Of evils in the new methods of University teaching and of fallacies in the underlying



philosophy, they found not a few. London University had followed the German model in width of curriculum, the Scotch in its method of teaching wholly by lectures, and so exposed itself to the scorn of the educationalist as "a sort of bazaar or pantechnicon in which wares of all kinds are heaped together for sale on stalls independent of each other".<sup>1</sup> Again the Mechanics' Institutes with their programmes of semi-scientific lectures on attractive subjects appeared to be popularizing a superficial smattering of many subjects at the expense of real education. "All things are to be learned at once....What the steam engine does with matter, the printing press is to do with the mind."<sup>2</sup> The Society for the Diffusion of Useful Knowledge entertained, even informed the public mind with its many semi-scientific volumes, but "entertainment is not education".

Usefulness was the motto of the new education, as it had been the watchword of the attack made by the *Edinburgh Review* on the curriculum of the older Universities in the early years of the century (an attack of which Newman gives a spirited account in Discourse VII of *The Idea of a University*). The philosophy of the Benthamite school moreover supported the professional interests of the new schools of science. The good that the demand for a "useful" education did in calling attention to the sterility of much of the classical curriculum of the Public Schools was—and still is—outweighed by the narrow interpretation of useful as vocational which vitiates much criticism as well of university as of elementary education. Moreover the new Universities were non-residential—a system incomprehensible to the Oxford graduate to whom the life of the University is of more value than all its

<sup>1</sup> Pattison in *Oxford Studies*, 1855, quoting Carlyle.

<sup>2</sup> Newman, *The Idea of a University*, Discourse VI, Section 8.

formal instruction. Again examinations, which Oxford and Cambridge had recently realized to be necessary evils, threatened to dominate the courses of the new Universities so that they stood in need of the warning of Whewell, "It must always be remembered that examinations are a means, and not an end".<sup>1</sup> These are only the most outstanding of the evils of the new higher education which the critics attacked not—or rarely—in a captious spirit, but because they felt that too heavy a price was being paid for bringing higher education to the masses, the sacrifice of education itself.

John Henry Newman, former tutor in the University of Oxford, was an interested watcher of the educational world, for education ranked only second to theology in his affections. He would not have attacked these defects however, except in an incidental way as in the "Letter on the Tamworth Reading Room", if he had not been called upon specially to do so, for he had not that reforming zeal which made Mark Pattison critical even of a railway time table. But a call came to attack another evil, which to the mind of Newman and of many others was more fundamental than all the rest in the new institutions, the evil of secular education. He made this attack in *The Idea of a University*, a series of lectures delivered in 1852 when he was Rector of the Catholic University of Dublin. We must examine the conditions under which this was written, as the setting of it is determined by the circumstances which brought it into being.

Higher education had not hitherto been marked by the religious controversy which had characterized elementary education from the beginning of the century, simply because it ignored all religious bodies in the community but one, the Established Church. Until the Government reform of 1850

<sup>1</sup> Whewell, *On the Principles of English University Education*, 1837.



Oxford and Cambridge maintained their religious exclusiveness. The new University College which was established in London in 1827 not only opened its doors to all comers without religious tests, but in an attempt to satisfy both its Anglican and Nonconformist supporters, omitted theology altogether from its schools. The example of the "godless institution in Gower Street" was readily followed elsewhere, for it admitted the easiest solution of the vexed problem of "mixed education". In 1845 the Government established secular Queen's Colleges in three of the chief towns of Ireland so that both the Catholic and the Protestant population would be free to attend them. But the principle of mixed education was denounced by the Catholic Church and perhaps with more reason than an undefined dread of losing its hold on the Catholic youth, for in the days when the battle between religion and science was beginning, the secular college if not "godless" soon became free-thinking. Newman, who became a Catholic in 1845, did not share the fear of his Church of mixed education, for he was convinced that "a University is pledged to admit, without fear, without prejudice, without compromise, all comers, if they come in the name of Truth",<sup>1</sup> but he did share the suspicion of religiously minded men of both the Anglican and the Catholic Churches that to omit Theology altogether is to belittle its value, and ultimately by a "false liberalism" of outlook to encourage a sceptical attitude towards it.

In 1852 by a Papal bull a new University was started in Dublin for the education only of Catholics. The University was to embrace all sides of University work and it was to have a Chair of Theology equal in status with other Chairs. Newman was invited from his oratory at Birmingham to become its Rector, the first honour to be con-

<sup>1</sup> Lecture on *Christianity and Scientific Investigation*, 1855.

ferred on the famous convert of 1845. He remained nominal Rector until he resigned in 1858 but he was only in residence in Ireland for four of the six years. The University was never a success and of the various schools started only the Medical School flourished and became permanent. The demand for the University came from Rome not from the Irish themselves, and in Catholic Ireland there was no middle class rich enough or cultured enough, after centuries of oppression, to desire University instruction. "The great difficulty", wrote Newman to a friend, "is that there seems to be no class to afford members of a University". Nor was the appointment of Newman to the Rectorship wise, as he himself knew, although he accepted the office as an opportunity sent by God to carry out the one mission he had always at heart, the education of an enlightened Catholic laity. He was no Manning, thought rather than action was his sphere, and while no man in the nineteenth century was the inspirer of greater or more lasting movements than Newman, he had the gifts neither of organization nor of leadership. "Ben Harrison", he wrote, "years ago rightly applied to me my own line about Gregory Nazianzen, 'Thou could'st a people raise but could'st not rule'."<sup>1</sup> Moreover he soon found that while called to be Rector of a University, he was expected to help in the formation of a Seminary, which stood in danger of being priest-ridden. But, devoted to his faith as he was, Newman had no fear of the intellectual freedom of a true University, provided only that as much liberty were allowed to religion as to science. "I want the intellectual layman to be religious and the devout ecclesiastic to be intellectual",<sup>2</sup> he exclaims in the first of his University sermons at Dublin. He looked back with ardent longing to the Middle Ages,

<sup>1</sup> Letter to Henry Manning, Jan. 1857.

<sup>2</sup> First University sermon at Dublin.



when the Catholic Church was the centre of intellectual freedom and controversy and the Papacy the great guardian of culture, and, with an insight that his fellow-Catholics did not share, saw that the salvation of Christianity lay not in maintaining a devout ignorance of modern movements but in reinforcing the intellectual element within the Church itself. And so as he came into opposition with the other heads of the University and as he saw the University which was to be the home of all learning, both theological and secular, becoming a carefully guarded Catholic forcing-house, he gave up the nominal part assigned to him, to return to the Birmingham Oratory.

But out of that failure the perennial fruit was the lectures delivered in Dublin in 1852 as inaugural propaganda for the new University and published under the title, *Of the Nature and Scope of University Education*. To these nine discourses in a revised form were later added other discourses given at the beginning of terms or on special occasions, and the whole published as *The Idea of a University*. This book was thus written for a special occasion, and moreover primarily aims at proving a truth—the necessity of a Catholic University—about which nine-tenths of English people do not care at all. Yet the book is and will remain a classic of its kind—sufficient witness to the philosophical breadth of Newman's mind and his power of searching out the lasting significance of the affair of a moment.

Apart from his school for Catholic boys at Edgbaston, Newman made one other attempt to raise the standard of Catholic education at the higher stages. When at last religious tests were abolished at Oxford, it was proposed that he should return to his old University and establish a church and oratory for the support of such Catholics as availed themselves of the new freedom. And painful as the

return to his old home would have been, Newman joyfully accepted the proposal, for he longed to see the intellectual benefits of Oxford brought to the English Catholic, while the Catholic brought the truth of Catholicism to Oxford. "Truth", he said, "has a power of its own which makes its own way", and was convinced that only good could come out of the plan. But as many years before Newman had set his face against Liberalism in Oxford, so now he was suspected of too much Liberalism by his adopted Church, the Pope was still against "mixed education" and Manning also disliked the influence which Newman's personality and intellectual gifts had brought him, an influence so very different from his own. Thus for the last time Newman's hopes were disappointed and he saw denied him what he had always felt to be his life's work, for "from first to last education in the large sense of the word has been my task".

### NEWMAN THE MAN

All Newman wrote is so permeated by his personality and unified by his distinctive point of view, that one must seek the key to it in his character and his life. His life falls into two phases—before 1845 when he was tutor and preacher in the University of Oxford and after 1845 when he was a member of the Catholic Church and lived for the most part at the oratory of his own foundation at Birmingham. His Catholic life was even to himself a succession of failures. He was either incapable of using occasions that did present themselves to the full advantage, or else was denied the opportunity. And, indeed, he troubled too deeply the stagnant faith of the old Catholic families of England for the powers at Rome ever to look on him and his work



favourably until near the end of his life. "The Catholics of England", his bishop complained, "were a peaceable people; the Church was peace. Catholics never had a doubt; it pained them to know that things could ever be considered doubtful which they had ever implicitly believed." Why should Newman, the recent convert, disturb that complacency and break in upon that paradise of ignorance? The answer comes from his *Apologia Pro Vita Sua*. "For years I used almost as proverbs... 'Holiness rather than peace' and 'Growth the only evidence of life'." It is a strenuous holiness that Newman pursues rather than "the gentle path" of love and peace in the Church, and towards this he urges on the too "pliant minds" of his fellow-Catholics.

The search after the "reason for the faith that is in me" drove Newman into the Catholic fold, but not before he had aroused in Oxford and in the Anglican Church such a storm as had not been seen since the seventeenth century. It is perhaps difficult for us of the twentieth century to realize the vitality of the intellectual movement to reform the Church from within, which we call the Oxford Movement. The search in antiquity for the true foundation and authority of the Church which was the inspiration of the movement, is to Lytton Strachey one of those incredible soul-torturing over words and names to which the Victorian mind subjected itself. German scholarship and the results of the Higher Criticism have so completely changed our attitude that the controversy has not more than an historical interest for us now, although it is to be remembered that the High Church movement has its origin here. The flame of controversy that leapt up in the heart of Oxford sheds a vivid light on the university of the day and still quickens the imagination as it quickened the life of all its residents. Newman was in the forefront of the move-

ment, his personality had a magnetic influence on those around him, "Credo in Newmannum"<sup>1</sup> became a common phrase we are told. Yet so long as he stayed in Oxford and preached there he had not found any final dogma acceptable to himself that he could offer to others, nor had reached any goal towards which he could beckon others; he was himself still searching and advancing slowly step by step, unable even to say definitely where he stood at any particular moment, for "How could I, with satisfaction, analyse my own mind, and say what I held and what I did not hold? or how could I say with what limitations, shades of differences or degrees of belief, I still held that body of Anglican opinions which I had openly professed and taught?" Says J. A. Froude, "He told us what he believed to be true. He did not know where it would lead him"<sup>1</sup>—or others. In both Churches, Anglican and Roman, Newman exercised the same power, arousing people from the peace in which they slept, so that their minds had no rest until they had broken through the boundaries of their conventions and accepted creeds and sought a "basis in reason" for their faith. It has been well said of Newman that he had the Socratic power of drawing people on from their comfortable half-way houses of settled compromise. To this end he makes a passionate appeal to his readers at the close of the *Essay on the Development of Christian Doctrine*: "Dear Reader, time is short, eternity is long.... Wrap not yourself round in the association of years past, nor determine that to be truth which you wish to be so, nor make an idol of cherished anticipations". It was an extreme and relentless logic and nothing else that drove Newman himself on out of the Church he loved and knew into a Church in which he was an utter stranger and whose adherents he disliked, but where intellectual

<sup>1</sup> J. A. Froude, *Short Studies*, vol. iv.



certainty was to be found. Typically English in so many other ways, Newman scorned compromise, and "the peace of the Church" mattered infinitely less to him than her foundation in truth.

For his God he worshipped verily "in spirit and in truth". In spirit he was always, like the seventeenth-century divines, God-conscious. "From a boy", he says, "I had been led to consider that my Maker and I, His creature, were the only two beings, luminously such, in *verum naturâ*".<sup>1</sup> That sense of "spiritual things", that "sight and hearing, taste and touch of the world to come" for which he prays so often in the University sermons, was the element in which he moved. The mysticism of the mediæval saint was as natural to him as the scholasticism of the mediæval schoolmen and the spiritual vision inspired and directed his intellectual life. This God-consciousness is a partial explanation of his power over his contemporaries, permeates all he has written and, as we shall see, gives character to *The Idea of a University*.

But Newman worships also "in truth". His God is truth and his religion holiness. Peace, beauty, joy, all these he passes by, to worship the spirit of truth in its essence. "The subject matter of religion", he defines, "is truth",<sup>2</sup> and he quarrels with the subjective and emotional character of the Anglican faith. Inevitably Newman is a strange and lonely figure in the early Victorian period which loved compromise rather than truth. At all times in the modern world he is unique, as he battles his way through the arid fields of the Fathers, pursuing paths more familiar to the mediæval than the modern mind. As Scott was drawn to the romance of the Middle Ages, so Newman looked back to the mediæval schoolmen and the

<sup>1</sup> *Apologia Pro Vita Sua*.

<sup>2</sup> *Historical Sketches*, vol. III, Rise and Progress of Universities.

intellectual atmosphere in which they lived was his natural dwelling place. He speaks often of "my worship of the intellect" and this consuming love of truth inspired the only poetry which has survived the test of time, for the "Kindly Light" of the hymn is the lamp of truth. It is significant also that he speaks of truth in the hymn in terms of motion: "Lead thou me on". If he had the scientist's passion for collecting verifiable data (and whatever may be said about *The Lives of the Saints* does not invalidate this), he had also the scientist's understanding of life as development. He thinks of religion in these terms, "Growth the only evidence of life";<sup>1</sup> he thinks of goodness as the expression of movement after perfection—"Here below to live is to change and to be perfect is to have changed often".<sup>2</sup> And in the field of theology he antecedes Darwin, when in his *Essay on the Development of Christian Doctrine* he traces the history of the Church, since it is a living organism, as a continual process of development and adaptation to the conditions of the times as they pass. He thus accounts for the vast differences between the early Church and the Church of his own day, and he sees modern ritual and doctrine not as a human compromise and sophistication of primitive doctrine but a natural development of potentialities existing from the beginning, and awaiting the moment of need to spring into growth. Burke had felt the same reverence for the inherent vitality of the State.

In his passionate devotion to the cause of truth in an age if not intolerant of, yet not eager for, fineness of perception, Newman reminds one of Milton in the mid-seventeenth century. He is strangely like Milton in some ways, for both were socially very narrow, both Puritans, both zealous for a creed and a religious ideal with the strength

<sup>1</sup> *Apologia Pro Vita Sua*.

<sup>2</sup> *Essay on Development of Christian Doctrine*, 1846.



of devotion that only a supreme conviction of its truth can impart. The one is untouched by the love of humanity, the other unmindful of the rising tide of social philanthropy "with a glorious scorn of everything that was not his dream",<sup>1</sup> each is intolerant of a "false liberalism" which calls itself toleration. Yet of English humanists there are none more strong in the cause of Truth. "Truth is strong next to the Almighty", says Milton, "Let her and falsehood grapple together; who ever knew truth put to the worse in a free and open encounter." "Truth has a power of its own which makes its own way", says Newman, and again, "What I would urge upon everyone...is a great and firm belief in the sovereignty of Truth. Error may flourish for a time, but Truth will prevail in the end. The only effect of error ultimately is to promote Truth."<sup>2</sup> No scientist throws himself more fearlessly on the power of truth, or is more ready to follow where it leads, than these two religious thinkers of the seventeenth and the nineteenth centuries. The "Ex umbris et imaginibus in veritatem" on Newman's grave is a fitting epitaph for them both.

### THE IDEA OF A UNIVERSITY

It was a happy opportunity therefore that called Newman to examine the principles of University education, since the Universities are the centres where the nation's search after truth is located, for as Newman has well said (although it scarcely corresponds with the way he worked himself), "Truth is wrought out by many minds working freely together". And it is only this, the very widest definition of the function of the University, which will satisfy Newman. "A University is a place where enquiry is pushed forward and discoveries perfected and verified,

<sup>1</sup> Burne-Jones.

<sup>2</sup> *Lecture on Christianity and Scientific Investigation*, 1855.

and rashnesses rendered innocuous and error exposed by the collision of mind with mind and knowledge with knowledge.”<sup>1</sup> He rejoices that as in the Middle Ages Universities sprang up where students congregated intent on the disinterested pursuit of truth, so in the nineteenth century the phenomenon is repeating itself. After long abeyance this is again “the age of Universities”. And with an optimism he does not often allow himself over his generation, Newman exclaims, “The cause of truth, never dominant in this world, has its ebbs and flows. It is pleasant to live in a day when the tide is coming in”.<sup>1</sup>

With his usual fastidious examination of the significance and life of words, Newman finds his justification for this wide interpretation of the scope of the University in the meaning of the word itself. “A University is a place of teaching universal knowledge.”<sup>1</sup> Etymologically and according to its usage in the Middle Ages, the word refers to the international character of the students gathered at a University, rather than to the universal character of the subjects taught there. In a footnote to the first edition Newman acknowledges this, but nevertheless thinks his own interpretation is a legitimate one and on it he hangs the whole staple of his argument. Neither the modern nor the old Universities in Newman’s day could satisfy the demands of such an ideal. The overwhelming force of Newman’s logic is turned against the new secular Universities, which, professing in the name they take to themselves to teach all branches of knowledge, omit one of the most important, theology. The first four Discourses of *The Idea of a University* are chiefly an attack on these not only in the name of the Church but in the name of all that a University implies. As these Discourses are omitted from the selection printed in this volume, it may be useful to summarize Newman’s argument.

<sup>1</sup> *Historical Sketches*, vol. III, Rise and Progress of Universities.



The first Discourse bases Newman's authority for his thesis on the Papal bull which had commanded the erection of a Catholic University. The second Discourse argues that, from the Catholic point of view, theology is a science, since religion is not an interpretation of our emotional attitude to life, but a totality of revealed truths about the Godhead. The next Discourse sets out to prove that granted theology is a science, your University not only fails in its function when it omits this science, but vitiates all the other sciences that it does profess. For not only is a gap left in the circle of knowledge, but in time the other sciences overstep their just limitations, assume authority in a field beyond their province and lose their own sense of perspective and proportion. For all the sciences are a corrective each to the truths of the others and knowledge consists as much in the apprehension of the relationship between them (which Newman calls philosophy) as of the facts that each presents in its own sphere. "In order to have possession of Truth at all", says Newman, "we must have the whole Truth". In proportion to the importance of the science of theology, "a branch of knowledge of wide reception, of philosophical structure, of unutterable importance, and of supreme influence", so far is the authority of the other sciences invalidated by its loss. "To blot out (Theology) is nothing short, if I may so speak, of unravelling the web of University Teaching. It is, according to the Greek proverb, to take the Spring from out of the year." The fourth Discourse shows the other side of the picture, the harm done not to the other sciences but to theology itself by its omission, for secular sciences, usurping a field in which their conclusions have only a limited validity, are drawn into an attitude of hostility to the subject they have excluded, an hostility which "is coincident with an evident deflection or exorbitance of

Science from its proper course". The total effect then of these four Discourses is to turn the tables on the "liberal" promoters of secular education, by showing that the charge of exclusiveness lies at their door and not at the door of those who claim that a University without theology is in fact not a true University at all.

But if a University is a place where universal knowledge is taught, it is not only the modern Universities that fall short of the ideal. As an undergraduate at Oxford, Newman had himself been trained through the classics and logic, with a little mathematics. He had never expressed any dissatisfaction with a training which he always looked back to as a model, yet the narrowness of its curriculum stands condemned before the vast extensions of subjects assumed as essential in *The Idea of a University*. Newman has grown liberal with years. "I would open my heart, if not my intellect (for that is beyond me) to the whole circle of truth."<sup>1</sup> Theoretically, and on different grounds from those of the scientists such as Huxley, he allows to the sciences an equal place with the humanities in higher education, and if his own faith is clearly in the humanities as an educational instrument, what was admitted in theory must soon prove its value in practice.

If the cause of truth suffers by the omission of important subjects from the University curriculum, the student suffers no less. For his chief intellectual gain from a University is not so much from what he learns in the particular branch of knowledge he elects to study, but from living in an atmosphere, if it may be so called, of universal knowledge. "Thus is created a pure and clear atmosphere of thought, which the student also breathes, though in his case he only pursues a few sciences out of the multitude." And hence comes Newman's passionate defence of the residential

<sup>1</sup> Lecture on *Christianity and Scientific Investigation*, 1855.



University, even if its members are idle and its tutors slack, against the non-residential University where "a set of youths" are taught "three times a week, or three times a year, or once a year, in chill lecture-rooms or on a pompous anniversary". These who come only for their own classes, receive no corrective to their particular studies and gain no glimpse into a wider perspective of knowledge such as comes from living contact with other minds intent on different schools of thought or permeated with the contrasting scientific or humanistic temper. From conversation with his fellows, the student learns more of the art of thought than from all the lectures he attends and makes notes of. "The effect the students have in forming each other...is one of the most important functions"<sup>1</sup> of English University life, for the greatest art the student has to learn is of living in and helping to form an intelligent society.

"A haziness of intellectual vision is the malady of all classes of men by nature...of all who have not had a really good education." It is Newman's analysis of the function of education in giving fineness of vision that has justly made his Discourses famous. Like Arnold, a little later, he found the besetting sin of his time to be prejudice and the partiality of the narrow mind, and its great need to be education. With the glory of the Greek ideal before them, both were irritated and stung—Arnold to scorn and Newman to satire—by the narrowness of the English public. Newman himself had suffered from minds that have settled the limitations of truth once and for all, minds that "have stiffened into one position...they have already parcelled out to their own satisfaction the whole world of knowledge. They think that any one truth excludes another which is distinct from it and that every opinion is contrary to their

<sup>1</sup> Whewell, *On the Principles of English University Education*, 1837.

own opinion which is not included in it".<sup>1</sup> The lecturing systems of the new Universities and the courses of the Mechanics' Institutes in Newman's opinion fostered this type of mind, for they supplied information but left the mind of the learner untouched. In Discourse vi he describes the pedant, the man of great learning but little understanding who has acquired a store of facts from his courses of instruction but no wisdom. Locke pithily expresses the same point of view when he says, "Men of much reading are greatly learned but may be little knowing".

If the University does not exist to make men learned (Discourse vi) nor does it serve its end by preparing them for a vocation. In the thesis of the Utilitarian School Newman sees one of the worst foes to real education. Guided by its theories, the new Universities thought more of training for the professions than of the claims of culture, of examinations and results than of mental processes, of passive acquirement of facts than of general activity of mind. In contrast to this, Newman defines education in a pregnant phrase, "Education is a high word; it is preparation for knowledge". The educated man has the best preparation for learning a profession; the definition answers the Utilitarians on their own ground, putting culture not in opposition to professional knowledge but before it and above it.<sup>2</sup>

The definition prepares the way also for Newman's analysis of the process of education in the mind of the student. Education gives intellectual grasp and the philosophic temper of mind. As a good reader brings to a good book "a mind equal or superior", so the educated mind has the power of rising above the detail of knowledge in any of its branches, because it has learnt the outline of the map of knowledge, has ability to see many things as

<sup>1</sup> *University Sermons*.    <sup>2</sup> See also Pattison, *Oxford Studies*, 1855



part of one whole and can realize the proportions and the inter-relationship of the sciences and the arts. Philosophy is "reason exercised on knowledge" and the educated mind uses "certain principles as centres of thought, around which our knowledge grows and is located". This is of course the "apperception mass" of the Herbartian psychology, a commonplace in our day, but not in the time of the faculty psychologists.

It is to be noticed that while Newman describes lucidly and passionately this aim of education and "its beau ideal"—the acquirement of "the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them"—he says nothing of the means by which the end is to be attained other than that it must be in a residential University. The mode of education, he says in the Preface, is not here his concern, but only its aims and principles. Elsewhere he describes the means and they are the methods of Oxford, that is the tutorial system where teacher and taught work together and the student's "mind must go half-way to meet what comes to it from without".<sup>1</sup> The amusing lecture on Elementary Studies, which is unfortunately too long for inclusion in this volume, gives an intimate picture of the early stages of such instruction. And naturally Newman leans towards the deductive methods of the humanities as the best subjects through which the mind can be educated. Yet the educated mind he describes would be defined to-day as "the scientific temper" and his "liberal" is our "disinterested". Whatever place the sciences have acquired in the curriculum of the University since Newman's day, the educational end in view has not changed.

The real function of the University, as Newman sees it, is to "train good members of society". Its concern is not

<sup>1</sup> Lecture on *Discipline of Mind*, 1858.

with the genius—he indeed is often best out of a University, for the restraint of reason and judgment that a University works to produce in the good member of society may well prove fetters on the fertility of inspiration, although it will shape it when it comes. The University exists as “the great ordinary means to a great ordinary end”, the formation of the citizen and the consequent humanizing of society. The conception is one too rarely appreciated but is especially valuable as society, in the sense in which Newman uses the word, broadens out to include more sections of the nation and an ever-larger percentage avails itself of University education.

It is a great end, and one of which the modern educationalist constantly needs to be reminded, but is it the only end? Newman thought it was. There is no place for specialization in his University. He raises a note of warning—still not out of date—against premature specialization on the part of the student, for however much “such division of labour may favour the advancement of a particular pursuit...certainly it has a tendency to contract the mind”. At all stages of life an extreme specialization, which admits of no other study, defeats the end of education. “Any one study, of whatever kind, exclusively pursued, deadens in the mind the interest, nay the perception of any other.”<sup>1</sup> Newman therefore makes no provision even for the training of the future researcher, an omission which justifies in some measure Pattison’s criticism that Newman had “no real sense of the scientific method and temper” and that the scholarship he has always in mind “is of the delicate but narrow ‘English’ description”.<sup>2</sup> The same reproach had in the early years of the century been brought against Oxford that, unlike Germany, she produced no steady train of researchers and scholars.

<sup>1</sup> Lecture on *A Form of Infidelity of the Day*, 1854.

<sup>2</sup> Pattison, *Memoirs*, 1885.



Newman goes a step further. He can find no place for advanced—post-graduate—work which he would relegate to the academy or the remote study. His opinion was the commonly received one in his day, for it is the development of scientific studies that has really been responsible for the present interest in research as a final stage in higher education. Of Newman's contemporaries Huxley among the scientists recognized that the training of the researcher should have a place in advanced education, although we may prefer to agree with Newman that the "formation of the citizen" is the crown of education, for research is for the few, not the many. Of the humanists Pattison alone recognizes that a University is a dead place if no independent research is being carried on within its walls, or no attempt is being made to extend the boundaries of knowledge. Newman thinks of the discoverer and the University teacher as inevitably two separate people and the place of the former to be in some "sort of institution, which primarily contemplates Science itself and not students". "To discover and to teach", he asserts, "are distinct functions." Pattison gives the retort, "The Professor of a modern University ought to regard himself primarily as a learner and a teacher only secondarily".<sup>1</sup> And not only the Professor, for he pleads that with proper organization it should be made possible for the tutor or college lecturer also to spend some time on research, not primarily for the sake of science but for education itself, for "the mind of the learner can be acted on only on the condition that the mind of the teacher is itself active". This is the vital point missed by Newman, that a learner best learns from a learner and most readily acquires alertness to new ideas and ability to estimate their worth from one in whom he sees that temper of mind working; for culture

<sup>1</sup> Pattison, *Suggestions on Academic Organisation*.

must be living and dynamic if it is to remain "a habit of mind".

Towards the end of the eighth Discourse Newman draws a picture of the external marks of his perfected man of culture. He calls him "the gentleman", a title the meaning of which has become so narrowed since the days of the great Renaissance humanists that, as Newman seems aware in his Preface, it may signify to many readers the rather superficial product of polite society, the man to whom manners are the religion of life. But Newman's gentleman is so harmonized that his behaviour springs immediately from his mental and moral condition. He has much in common with Plato's perfect product of education, "the philosopher", for both writers see education as a civilizing process which makes man fit to live with his fellow. As Plato's philosopher lives for and develops his own virtues most completely in the state, so does Newman's gentleman in society, for he "so disposeth himselfe to live, not in solitarie and desert places, as Heremites but in fellowship with men and in populous Cities".<sup>1</sup> All the virtues of Plato's philosopher are deduced in the Sixth Book of *The Republic* from the desire to understand and be at one with the world about him. The gentleman has no less an aim in life. The ability "to see life clearly and to see it whole", which his educational training has given him, liberates his mind from pettiness, robs him of man's natural egoism, controls his emotions, and sets him free from prejudice. He is a man who brings the best in other people to the fore, who has the refinement that refines all that it touches, the breadth of mind which tolerates all beliefs without fanatical devotion to any, the power of setting others at their ease and the disciplined thought which shuns all extravagance—in fact, the humanist who finds the fulness of life among men rather

<sup>1</sup> Robert Peterson's translation of the *Galateo* of Della Casa, 1576.



than in books or in a laboratory. The training of the reason has given self-command and inward freedom, which is a form of moral goodness. In describing so many of the details in the conduct of life which result from this disciplined mind—a picture in which we see reflected the urbanity of St John Ambrose, of Keble, of Newman himself—Newman has created one of the most brilliant apotheoses of the “religion of civilization” that English literature has seen. Here is defined and described all that Matthew Arnold spent his life in bringing home to the English nation.

This is one of Newman’s finest passages of rhetoric—and one of his most subtle condemnations. Here is the crown of his system of education, here is the man he has set out to mould, here “the philosophical condition of mind, which in former Discourses I have so highly, so justly extolled”. Compare the account with that other famous description of a gentleman, Aristotle’s magnanimous man, and it is far more pleasing and satisfying. Yet in both there is a source of irritation and the reader who has followed and appreciated Newman’s educational ideals has an uneasy sense of disappointment as he studies the portrait. In both Aristotle and Newman the irritation arises from the same source, the complacency of the cultured man; he is finished and hence limited, reason is his guide and self-respect his religion. “Knowledge, viewed as Knowledge,” says Newman, “exerts a subtle influence in throwing us back on ourselves, and making us our own centre and our minds the measure of all things.” “It is almost a definition of a gentleman to say he is one who never inflicts pain.” The definition by negatives is significant for such is the characteristic of the features that mark the man of culture in the description. He initiates nothing, there is no dynamic force in his life, nothing to

move and inspire. The altar is prepared but no fire has come down upon it.

Newman intends that we shall be thus dissatisfied but paradoxically he thinks education justified of her children. To train men to think accurately, to judge dispassionately, to exercise a moderating influence on society is the proper and the only function of education. As the University does not aim at making men learned or preparing them for a profession, so it cannot make men holy. Again, in the "Letter on the Tamworth Reading Room", Newman combats the comfortable belief of his day that education inculcates morality. He will not have education valued for any but its proper work. Self-respect and restraint are the fruits of education and these are so near in appearance to goodness that a kinship is assumed which does not exist. When education has trained the intellect, the appeal to the conscience and the stimulus to the emotions without which a man is not complete and rounded, must come from elsewhere. And for Newman they must come from religion. The thesis of the book towards which every lecture shapes its way, is that while intellectually and socially it is of supreme value to have a cultivated mind, the one thing needful is still religion. Newman has insisted that intellectual judgment cannot be kept apart from personal character, he has emphasized the part played by reason in the moral conduct of life, but as a Catholic and a mystic he bases his life on convictions that are above reason, on an inner revelation which is between himself and his God. And so without the Catholic faith, the gentleman is perhaps in a worse plight than the ignorant peasant, for he substitutes the religion of self-respect or of reason for the dogmas of revelation. Indeed Newman goes so far elsewhere as to say that "a mere beggar woman, lazy, ragged and filthy and not over-



scrupulous of truth" if she is devout is worth more in the eyes of God than "the States pattern-man, the just, the upright, the generous, the honourable, the conscientious, if he be all this, not from a supernatural power...but from mere natural virtue".<sup>1</sup> There is an initial act of intuition in Newman's religion which is more possible to the simple than to the educated mind, unless it has Newman's mysticism.

It may be said, therefore, that we estimate Newman's gentleman more highly than he did himself, if we think rather of religion as a state of mind that grows with the man. But still the good member of society needs something else before he will become a leader in religion or government, a great scientist or man of letters. The University is concerned primarily with the average man; vision and inspiration it is not its function *qua* University to give; its glory is to create *περὶ πάντων πεπαιδευμένον*, the fully educated man.

The selection of Discourses and sections of Discourses here printed aims at giving all that is of absolute value in *The Idea of a University* as a description of educational processes. The account of the peculiar function of the Catholic University and of the relationship between the Church and learning has rather an historical than an absolute value for us. It affords insight into Newman's personality but not into education. Leave it on one side altogether one cannot, for it permeates all he writes, as it permeated all his life. But the second, third and fourth Discourses—Theology a Branch of Knowledge, The Bearing of Theology on other Knowledge, The Bearing of other Knowledge on Theology—and most of the last Discourse—The Duties of the Church towards Knowledge—may be eliminated from a selection that has the student of education in view. Such a selection robs the Discourses of what was for Newman

<sup>1</sup> *Lectures on Certain Difficulties Felt by Anglicans.*

their primary end. If as has been said the Discourses spring from two sources, Oxford and Catholicism, it is Catholicism that has the final word. The man of culture needs no defence, Newman is concerned only to show that to produce him is the true and the only end of education. Yet the flower of Oxford education, "the gentleman" with all his fine qualities of mind and conduct, has never been more lucidly, more sympathetically described.

This truncated selection again does not permit the reader to see the perfection of design in the Discourses. Pater the fastidious described *The Idea of a University* as "the perfect handling of a theory". As the perfection of Newman's style lies in the paragraph and not in the sentence, so the perfection of his exposition is seen in the whole and not in the separate parts. The first four Discourses are all working towards the central thesis of the book that knowledge is its own end, while again every phrase in the description of the features of culture suggests the contrast between the Christian and the gentleman which Newman finally draws. He takes only such premisses as no antagonist can deny him—as here where he begins with a possible meaning of the one word University—and from these he evolves a set of consequences which are themselves a springboard for further deductions. And the sweep of his argument is such that it seems to embrace every aspect of his subject, and to leave the reader convinced not by eloquence but by the perfect fitness of the argument and by the grand marshalling of all the points that can be urged on either side of the subject. With such clarity and detail can Newman examine apparently hostile points of view before they are finally shown as in truth buttresses of his own theory, that Huxley said he could compile a primer of infidelity out of Newman's religious writings. Newman's power in this direction is chiefly due



to his psychological insight into states of mind completely foreign to his own. An example of this in the *Irish Discourses* is his just estimate of the merits and defects of the self-taught man, who has learnt to think for himself but is tempted to measure the validity of his arguments by their originality to himself and who is "ignorant of that multitude of small truths which fall upon the mind like dust". And again Newman reveals a primary defect of the superficial mind when he says that it "sees objections more clearly than truths".

In the midst of the ramifications of his argument, Newman never loses his sense of direction, nor a feeling of mastery and poise which he communicates also to his reader. In the *Apologia Pro Vita Sua* one watches, fascinated, how he seems to balance on a knife edge between Protestantism and the Catholic faith and yet move between them as deliberately as if he were on the broad highway of truth. "Truth cannot", he protested, "be summed up in one pure categorical", and so drew down upon himself Kingsley's accusation of Jesuistical casuistry. It is not difficult to see how Kingsley stumbled into the conviction that Newman played with truth, for Newman is in constant search for the truth beyond truths, for the fineness of vision of the creative artist in the realm of philosophy, for definitions that will satisfy his own mind, a mind that is "a miracle of intellectual delicacy".

### THE STYLE OF NEWMAN

Of Newman's style in exposition it might be said that it has the Addisonian virtue of being scarcely noticed as style. It has no mannerisms, no affectations, and with its subtlety of minute description is never precious. The only master he acknowledged was Cicero and of him he says in the *Lecture on Literature*, "They (others of his countrymen) write Latin; Cicero writes Roman"; his own English has

likewise been described as being "of the middle", for which Matthew Arnold acknowledged him as master. As much in his prose as in his poetry, his language is simple and untechnical. The abstract ideas of *The Idea of a University* are clothed in such concrete and everyday language, that they seem to be the familiar conceptions of our own minds uncovered and spread out before us, rather than a new interpretation revealed by the author. While he is never tautologous, Newman can describe from so many angles that if the reader does not realize all his subtle distinctions, he at least arrives at the basic conception. "Knowledge... is an acquired illumination, it is a habit, a personal possession and an inward endowment"—each phrase adds something new but each is as a repeated tap on the head of the nail which is thus gradually driven home. Especially is the style of the lectures suited to the occasion for which they were written, for one must remember they were for the lecture hall and not for the study.

With all the apparent ease there is no facile writing in the Discourses, for Newman found it impossible ever to write for the sake of writing. He wrote always for a special purpose whether to convince himself as in the *Essay on the Development of Christian Doctrine* or to convince others as in these Discourses. He complained that he found immense difficulty in writing for any but a special audience that he knew. He never learnt to write easily. He speaks of his books as "a mental childbearing", written in anguish; and he so put himself into all that he wrote that composition was "a sort of operation" to him and "The Irish Discourses...have been the most painful of all", for here he was analysing himself and his friends and examining the processes which had gone to the building of his own mind. "My views of Secular Education", he said, "are parts of myself."



Earnestness and sincerity are the basic qualities of his writings. Style he says is as a man's shadow, it is language that is the only and the inevitable vesture of his thoughts, and the author's page is the "lucid mirror of his mind and life". Appropriately he chose as his motto when he was at long last made a cardinal of the Roman Church, "Cor ad cor loquitur". In his great Essay in defence of the sincerity of Literature which is here printed, he defines style as "a thinking out into language", and no other description could more adequately describe the characteristics of his own work; his prose passes the test which he submitted as the touchstone of a classic, "freedom from pretence". "It is as easy to create as to define", he says, and all his work was definition. "My one and single aim has been to do what is so difficult—viz. to express clearly and exactly my meaning."

The search for truth which characterized Newman's life is thus the hall mark of his writings. He does not preach a truth, he tries to find it and carries his reader along with him in the search. He is more than a rhetorician, and the persuasiveness of his prose is due less to the sonority of its rhythms than to its clear presentation of new or familiar ideas in simple and familiar language. "My own motive for writing", he wrote to W. G. Ward, "has been the sight of a truth and the desire to show it to others." He estimated his life justly when he chose as his epitaph "Ex umbris et imaginibus in veritatem".

THE IDEA OF A  
UNIVERSITY





## PREFACE

The view taken of a University in these Discourses is the following:—That it is a place of *teaching* universal *knowledge*. This implies that its object is, on the one hand, intellectual, not moral; and, on the other, that it is the diffusion and extension of knowledge rather than the advancement. If its object were scientific and philosophical discovery, I do not see why a University should have students; if religious training, I do not see how it can be the seat of literature and science.

Such is a University in its *essence*, and independently of its relation to the Church. But, practically speaking, it cannot fulfil its object duly, such as I have described it, without the Church's assistance; or, to use the theological term, the Church is necessary for its *integrity*. Not that its main characters are changed by this incorporation: it still has the office of intellectual education; but the Church steadies it in the performance of that office.

Such are the main principles of the Discourses which follow; though it would be unreasonable for me to expect that I have treated so large and important a field of thought with the fulness and precision necessary to secure me from incidental misconceptions of my meaning on the part of the reader. It is true, there is nothing novel or singular in the argument which I have been pursuing, but this does not protect me from such misconceptions; for the very circumstance that the views I have been delineating are not original with me may lead to false notions as to my relations in opinion towards those from whom I happened in the first instance to learn them, and may cause me to be interpreted by the objects or sentiments of schools to which I should be simply opposed.



For instance, some persons may be tempted to complain, that I have servilely followed the English idea of a University, to the disparagement of that Knowledge which I profess to be so strenuously upholding; and they may anticipate that an academical system, formed upon my model, will result in nothing better or higher than in the production of that antiquated variety of human nature and remnant of feudalism, as they consider it, called "a gentleman".<sup>1</sup> Now, I have anticipated this charge in various parts of my discussion; if, however, any Catholic is found to prefer it (and to Catholics of course this Volume is primarily addressed), I would have him first of all ask himself the previous question, *what* he conceives to be the reason contemplated by the Holy See in recommending just now to the Irish Hierarchy the establishment of a Catholic University? Has the Supreme Pontiff recommended it for the sake of the Sciences, which are to be the matter, and not rather of the Students, who are to be the subjects, of its teaching? Has he any obligation or duty at all towards secular knowledge as such? Would it become his Apostolical Ministry, and his descent from the Fisherman, to have a zeal for the Baconian or other philosophy of man for its own sake? Is the Vicar of Christ bound by office or by vow to be the preacher of the theory of gravitation, or a martyr for electro-magnetism? Would he be acquitting himself of the dispensation committed to him if he were smitten with an abstract love of these matters, however true, or beautiful, or ingenious, or useful? Or rather, does he not contemplate such achievements of the intellect, as far as he contemplates them, solely and simply in their relation to the interests of Revealed Truth? Surely, what he does he does for the sake of Religion; if

<sup>1</sup> Vid. Huber's *English Universities*, London, 1843, vol. II. part I. pp. 321, etc.

he looks with satisfaction on strong temporal governments, which promise perpetuity, it is for the sake of Religion; and if he encourages and patronizes art and science, it is for the sake of Religion. He rejoices in the widest and most philosophical systems of intellectual education, from an intimate conviction that Truth is his real ally, as it is his profession; and that Knowledge and Reason are sure ministers to Faith.

This being undeniable, it is plain that, when he suggests to the Irish Hierarchy the establishment of a University, his first and chief and direct object is, not science, art, professional skill, literature, the discovery of knowledge, but some benefit or other, to accrue, by means of literature and science, to his own children; not indeed their formation on any narrow or fantastic type, as, for instance, that of an "English Gentleman" may be called, but their exercise and growth in certain habits, moral or intellectual. Nothing short of this can be his aim, if, as becomes the Successor of the Apostles, he is to be able to say with St Paul, "*Non judicavi me scire aliquid inter vos, nisi Jesum Christum, et hunc crucifixum*". Just as a commander wishes to have tall and well-formed and vigorous soldiers, not from any abstract devotion to the military standard of height or age, but for the purposes of war, and no one thinks it any thing but natural and praiseworthy in him to be contemplating, not abstract qualities, but his own living and breathing men; so, in like manner, when the Church founds a University, she is not cherishing talent, genius, or knowledge, for their own sake, but for the sake of her children, with a view to their spiritual welfare and their religious influence and usefulness, with the object of training them to fill their respective posts in life better, and of making them more intelligent, capable, active members of society.



Nor can it justly be said that in thus acting she sacrifices Science, and, under a pretence of fulfilling the duties of her mission, perverts a University to ends not its own, as soon as it is taken into account that there are other institutions far more suited to act as instruments of stimulating philosophical inquiry, and extending the boundaries of our knowledge, than a University. Such, for instance, are the literary and scientific "Academies", which are so celebrated in Italy and France, and which have frequently been connected with Universities, as committees, or, as it were, congregations or delegacies subordinate to them. Thus the present Royal Society originated in Charles the Second's time, in Oxford; such just now are the Ashmolean and Architectural Societies in the same seat of learning, which have risen in our own time. Such, too, is the British Association, a migratory body, which at least at times is found in the halls of the Protestant Universities of the United Kingdom, and the faults of which lie, not in its exclusive devotion to science, but in graver matters which it is irrelevant here to enter upon. Such again is the Antiquarian Society, the Royal Academy for the Fine Arts, and others which might be mentioned. This, then, is the sort of institution, which primarily contemplates Science itself, and not students: and, in thus speaking, I am saying nothing of my own, being supported by no less an authority than Cardinal Gerdil. "Ce n'est pas", he says, "qu'il y ait aucune véritable opposition entre l'esprit des Académies et celui des Universités; ce sont seulement des vues différentes. Les Universités sont établies pour *enseigner* les sciences *aux élèves* qui veulent s'y former; les Académies se proposent *de nouvelles recherches* à faire dans la carrière des sciences. Les Universités d'Italie ont fourni des sujets qui ont fait honneur aux Académies; et celles-ci ont donné aux Universités des

Professeurs, qui ont rempli les chaires avec la plus grande distinction.”<sup>1</sup>

The nature of the case and the history of philosophy combine to recommend to us this division of intellectual labour between Academies and Universities. To discover and to teach are distinct functions; they are also distinct gifts, and are not commonly found united in the same person. He, too, who spends his day in dispensing his existing knowledge to all comers is unlikely to have either leisure or energy to acquire new. The common sense of mankind has associated the search after truth with seclusion and quiet. The greatest thinkers have been too intent on their subject to admit of interruption; they have been men of absent minds and idiosyncratic habits, and have, more or less, shunned the lecture room and the public school. Pythagoras, the light of Magna Græcia, lived for a time in a cave. Thales, the light of Ionia, lived unmarried and in private, and refused the invitations of princes. Plato withdrew from Athens to the groves of Academus. Aristotle gave twenty years to a studious discipleship under him. Friar Bacon lived in his tower upon the Isis. Newton indulged in an intense severity of meditation which almost shook his reason. The great discoveries in chemistry and electricity were not made in Universities. Observatories are more frequently out of Universities than in them, and even when within their bounds need have no moral connexion with them. Porson had no classes; Elmsley lived a good part of his life in the country. I do not say that there are not great examples the other way, perhaps Socrates, certainly Lord Bacon; still I think it must be allowed on the whole that, while teaching involves external engagements, the natural home for experiment and speculation is retirement.

<sup>1</sup> *Opere*, t. III. p. 353.



Returning, then, to the consideration of the question, from which I may seem to have digressed, thus much I think I have made good,—that, whether or no a Catholic University should put before it, as its great object, to make its students “gentlemen”, still to make them something or other *is* its great object, and not simply to protect the interests and advance the dominion of Science. If, then, this may be taken for granted, as I think it may, the only point which remains to be settled is, whether I have formed a probable conception of the *sort of benefit* which the Holy See has intended to confer on Catholics who speak the English tongue by recommending to the Irish Hierarchy the establishment of a University; and this I now proceed to consider.

Here, then, it is natural to ask those who are interested in the question, whether any better interpretation of the recommendation of the Holy See can be given than that which I have suggested in this Volume. Certainly it does not seem to me rash to pronounce that, whereas Protestants have great advantages of education in the Schools, Colleges, and Universities of the United Kingdom, our ecclesiastical rulers have it in purpose that Catholics should enjoy the like advantages, whatever they are, to the full. I conceive they view it as prejudicial to the interests of Religion that there should be any cultivation of mind bestowed upon Protestants which is not given to their own youth also. As they wish their schools for the poorer and middle classes to be at least on a par with those of Protestants, they contemplate the same object also as regards that higher education which is given to comparatively the few. Protestant youths, who can spare the time, continue their studies till the age of twenty-one or twenty-two; thus they employ a time of life all-important and especially favourable to mental culture. I conceive that our Prelates

are impressed with the fact and its consequences, that a youth who ends his education at seventeen is no match (*cæteris paribus*) for one who ends it at twenty-two.

All classes indeed of the community are impressed with a fact so obvious as this. The consequence is, that Catholics who aspire to be on a level with Protestants in discipline and refinement of intellect have recourse to Protestant Universities to obtain what they cannot find at home. Assuming (as the Rescripts from Propaganda allow me to do) that Protestant education is inexpedient for our youth, —we see here an additional reason why those advantages, whatever they are, which Protestant communities dispense through the medium of Protestantism should be accessible to Catholics in a Catholic form.

What are these advantages? I repeat, they are in one word the culture of the intellect. Robbed, oppressed, and thrust aside, Catholics in these islands have not been in a condition for centuries to attempt the sort of education which is necessary for the man of the world, the statesman, the landholder, or the opulent gentleman. Their legitimate stations, duties, employments, have been taken from them, and the qualifications withal, social and intellectual, which are necessary both for reversing the forfeiture and for availing themselves of the reversal. The time is come when this moral disability must be removed. Our desideratum is, not the manners and habits of gentlemen;—these can be, and are, acquired in various other ways, by good society, by foreign travel, by the innate grace and dignity of the Catholic mind;—but the force, the steadiness, the comprehensiveness and the versatility of intellect, the command over our own powers, the instinctive just estimate of things as they pass before us, which sometimes indeed is a natural gift, but commonly is not gained without much effort and the exercise of years.



This is real cultivation of mind; and I do not deny that the characteristic excellences of a gentleman are included in it. Nor need we be ashamed that they should be, since the poet long ago wrote, that "*Ingenuas didicisse fideliter artes Emollit mores*". Certainly a liberal education does manifest itself in a courtesy, propriety, and polish of word and action, which is beautiful in itself, and acceptable to others; but it does much more. It brings the mind into form,—for the mind is like the body. Boys outgrow their shape and their strength; their limbs have to be knit together, and their constitution needs tone. Mistaking animal spirits for vigour, and over-confident in their health, ignorant what they can bear and how to manage themselves, they are immoderate and extravagant; and fall into sharp sicknesses. This is an emblem of their minds; at first they have no principles laid down within them as a foundation for the intellect to build upon; they have no discriminating convictions, and no grasp of consequences. And therefore they talk at random, if they talk much, and cannot help being flippant, or what is emphatically called "*young*". They are merely dazzled by phenomena, instead of perceiving things as they are.

It were well if none remained boys all their lives; but what is more common than the sight of grown men, talking on political or moral or religious subjects, in that offhand, idle way, which we signify by the word *unreal*? "That they simply do not know what they are talking about" is the spontaneous silent remark of any man of sense who hears them. Hence such persons have no difficulty in contradicting themselves in successive sentences, without being conscious of it. Hence others, whose defect in intellectual training is more latent, have their most unfortunate crotchets, as they are called, or hobbies, which deprive them of the influence which their

estimable qualities would otherwise secure. Hence others can never look straight before them, never see the point, and have no difficulties in the most difficult subjects. Others are hopelessly obstinate and prejudiced, and, after they have been driven from their opinions, return to them the next moment without even an attempt to explain why. Others are so intemperate and intractable that there is no greater calamity for a good cause than that they should get hold of it. It is very plain from the very particulars I have mentioned that, in this delineation of intellectual infirmities, I am drawing, not from Catholics, but from the world at large; I am referring to an evil which is forced upon us in every railway carriage, in every coffee-room or *table-d'hôte*, in every mixed company, an evil, however, to which Catholics are not less exposed than the rest of mankind.

When the intellect has once been properly trained and formed to have a connected view or grasp of things, it will display its powers with more or less effect according to its particular quality and capacity in the individual. In the case of most men it makes itself felt in the good sense, sobriety of thought, reasonableness, candour, self-command, and steadiness of view, which characterize it. In some it will have developed habits of business, power of influencing others, and sagacity. In others it will elicit the talent of philosophical speculation, and lead the mind forward to eminence in this or that intellectual department. In all it will be a faculty of entering with comparative ease into any subject of thought, and of taking up with aptitude any science or profession. All this it will be and will do in a measure, even when the mental formation be made after a model but partially true; for, as far as effectiveness goes, even false views of things have more influence and inspire more respect than



no views at all. Men who fancy they see what is not are more energetic, and make their way better, than those who see nothing; and so the undoubting infidel, the fanatic, the heresiarch, are able to do much, while the mere hereditary Christian, who has never realized the truths which he holds, is unable to do any thing. But, if consistency of view can add so much strength even to error, what may it not be expected to furnish to the dignity, the energy, and the influence of Truth!

Some one, however, will perhaps object that I am but advocating that spurious philosophism, which shows itself in what, for want of a word, I may call "viewiness", when I speak so much of the formation, and consequent grasp, of the intellect. It may be said that the theory of University Education, which I have been delineating, if acted upon, would teach youths nothing soundly or thoroughly, and would dismiss them with nothing better than brilliant general views about all things whatever.

This indeed, if well founded, would be a most serious objection to what I have advanced in this Volume, and would demand my immediate attention, had I any reason to think that I could not remove it at once, by a simple explanation of what I consider the true *mode* of educating, were this the place to do so. But these Discourses are directed simply to the consideration of the *aims* and *principles* of Education. Suffice it, then, to say here, that I hold very strongly that the first step in intellectual training is to impress upon a boy's mind the idea of science, method, order, principle, and system; of rule and exception, of richness and harmony. This is commonly and excellently done by making him begin with Grammar; nor can too great accuracy, or minuteness and subtlety of teaching be used towards him, as his faculties expand, with this simple purpose. Hence it is

that critical scholarship is so important a discipline for him when he is leaving school for the University. A second science is the Mathematics: this should follow Grammar, still with the same object, viz., to give him a conception of development and arrangement from and around a common centre. Hence it is that Chronology and Geography are so necessary for him, when he reads History, which is otherwise little better than a story-book. Hence, too, Metrical Composition, when he reads Poetry; in order to stimulate his powers into action in every practicable way, and to prevent a merely passive reception of images and ideas which in that case are likely to pass out of the mind as soon as they have entered it. Let him once gain this habit of method, of starting from fixed points, of making his ground good as he goes, of distinguishing what he knows from what he does not know, and I conceive he will be gradually initiated into the largest and truest philosophical views, and will feel nothing but impatience and disgust at the random theories and imposing sophistries and dashing paradoxes, which carry away half-formed and superficial intellects.

Such parti-coloured ingenuities are indeed one of the chief evils of the day, and men of real talent are not slow to minister to them. An intellectual man, as the world now conceives of him, is one who is full of "views" on all subjects of philosophy, on all matters of the day. It is almost thought a disgrace not to have a view at a moment's notice on any question from the Personal Advent to the Cholera or Mesmerism. This is owing in great measure to the necessities of periodical literature, now so much in request. Every quarter of a year, every month, every day, there must be a supply, for the gratification of the public, of new and luminous theories on



the subjects of religion, foreign politics, home politics, civil economy, finance, trade, agriculture, emigration, and the colonies. Slavery, the gold fields, German philosophy, the French Empire, Wellington, Peel, Ireland, must all be practised on, day after day, by what are called original thinkers. As the great man's guest must produce his good stories or songs at the evening banquet, as the platform orator exhibits his telling facts at mid-day, so the journalist lies under the stern obligation of extemporizing his lucid views, leading ideas, and nutshell truths for the breakfast table. The very nature of periodical literature, broken into small wholes, and demanded punctually to an hour, involves the habit of this extempore philosophy. "Almost all the *Ramblers*", says Boswell of Johnson, "were written just as they were wanted for the press; he sent a certain portion of the copy of an essay, and wrote the remainder while the former part of it was printing". Few men have the gifts of Johnson, who to great vigour and resource of intellect, when it was fairly roused, united a rare common sense and a conscientious regard for veracity, which preserved him from flippancy or extravagance in writing. Few men are Johnsons; yet how many men at this day are assailed by incessant demands on their mental powers, which only a productiveness like his could suitably supply! There is a demand for a reckless originality of thought, and a sparkling plausibility of argument, which he would have despised, even if he could have displayed; a demand for crude theory and unsound philosophy, rather than none at all. It is a sort of repetition of the "*Quid novi?*" of the Areopagus, and it must have an answer. Men must be found who can treat, where it is necessary, like the Athenian sophist, *de omni scibili*,

Grammaticus, Rhetor, Geometres, Pictor, Aliptes,  
Augur, Schœnobates, Medicus, Magus, omnia novit.

I am speaking of such writers with a feeling of real sympathy for men who are under the rod of a cruel slavery. I have never indeed been in such circumstances myself, nor in the temptations which they involve; but most men who have had to do with composition must know the distress which at times it occasions them to have to write—a distress sometimes so keen and so specific that it resembles nothing else than bodily pain. That pain is the token of the wear and tear of mind; and, if works done comparatively at leisure involve such mental fatigue and exhaustion, what must be the toil of those whose intellects are to be flaunted daily before the public in full dress, and that dress ever new and varied, and spun, like the silkworm's, out of themselves! Still, whatever true sympathy we may feel for the ministers of this dearly purchased luxury, and whatever sense we may have of the great intellectual power which the literature in question displays, we cannot honestly close our eyes to its direct evil.

One other remark suggests itself, which is the last I shall think it necessary to make. The authority, which in former times was lodged in Universities, now resides in very great measure in that literary world, as it is called, to which I have been referring. This is not satisfactory, if, as no one can deny, its teaching be so offhand, so ambitious, so changeable. It increases the seriousness of the mischief, that so very large a portion of its writers are anonymous, for irresponsible power never can be any thing but a great evil; and, moreover, that, even when they are known, they can give no better guarantee for the philosophical truth of their principles than their popularity at the moment, and their happy conformity in ethical character to the age which admires them. Protestants, however, may do as they will: it is a matter for their own consideration; but at least it concerns us that our own literary



tribunals and oracles of moral duty should bear a graver character. At least it is a matter of deep solicitude to Catholic Prelates that their people should be taught a wisdom, safe from the excesses and vagaries of individuals, embodied in institutions which have stood the trial and received the sanction of ages, and administered by men who have no need to be anonymous, as being supported by their consistency with their predecessors and with each other.

*November 21, 1852.*

## *Discourse I*

### INTRODUCTORY

#### I

In addressing myself, Gentlemen, to the consideration of a question which has excited so much interest, and elicited so much discussion at the present day, as that of University Education, I feel some explanation is due from me for supposing, after such high ability and wide experience have been brought to bear upon it, that any field remains for the additional labours either of a disputant or of an inquirer. If, nevertheless, I still venture to ask permission to continue the discussion, already so protracted, it is because the subject of Liberal Education, and of the principles on which it must be conducted, has ever had a hold upon my own mind; and because I have lived the greater part of my life in a place which has all that time been occupied in a series of controversies both domestic and with strangers, and of measures, experimental or definitive, bearing upon it. (1) \* About fifty years since, the English University, of which I was so long a member, after a century of inactivity, at length was roused, at a time when (as I may say) it was giving no education at all to the youth committed to its keeping, to a sense of the responsibilities which its profession and its station involved, and it presents to us the singular example of an heterogeneous and an independent body of men, setting about a work of self-reformation, not from any pressure of public opinion, but because it was fitting and right to undertake it. Its initial efforts, begun and carried on amid many obstacles, were met from without,

\* The figures in parentheses refer to notes at end.



as often happens in such cases, by ungenerous and jealous criticisms, which, at the very moment that they were urged, were beginning to be unjust. Controversy did but bring out more clearly to its own apprehension the views on which its reformation was proceeding, and throw them into a philosophical form. The course of beneficial change made progress, and what was at first but the result of individual energy and an act of the academical corporation, gradually became popular, and was taken up and carried out by the separate collegiate bodies, of which the University is composed. This was the first stage of the controversy. Years passed away, and then political adversaries arose against it, and the system of education which it had established was a second time assailed; but still, since that contest was conducted for the most part through the medium, not of political acts, but of treatises and pamphlets, it happened as before that the threatened dangers, in the course of their repulse, did but afford fuller development and more exact delineation to the principles of which the University was the representative.

In the former of these two controversies the charge brought against its studies was their remoteness from the occupations and duties of life, to which they are the formal introduction, or, in other words, their *inutility*; in the latter, it was their connexion with a particular form of belief, or, in other words, their *religious exclusiveness*. (2)

Living then so long as a witness, though hardly as an actor, in these scenes of intellectual conflict, I am able to bear witness to views of University Education, without authority indeed in themselves, but not without value to a Catholic, and less familiar to him, as I conceive, than they deserve to be. And, while an argument originating in the controversies to which I have referred, may be serviceable at this season to that great cause in which we

are here so especially interested, to me personally it will afford satisfaction of a peculiar kind; for, though it has been my lot for many years to take a prominent, sometimes a presumptuous, part in theological discussions, yet the natural turn of my mind carries me off to trains of thought like those which I am now about to open, which, important though they be for Catholic objects, and admitting of a Catholic treatment, are sheltered from the extreme delicacy and peril which attach to disputations directly bearing on the subject-matter of Divine Revelation.

## II

There are several reasons why I should open the discussion with a reference to the lessons with which past years have supplied me. One reason is this: It would concern me, Gentlemen, were I supposed to have got up my opinions for the occasion. This, indeed, would have been no reflection on me personally, supposing I were persuaded of their truth, when at length addressing myself to the inquiry; but it would have destroyed, of course, the force of my testimony, and deprived such arguments, as I might adduce, of that moral persuasiveness which attends on tried and sustained conviction. It would have made me seem the advocate, rather than the cordial and deliberate maintainer and witness, of the doctrines which I was to support; and, though it might be said to evidence the faith I reposed in the practical judgment of the Church, and the intimate concurrence of my own reason with the course she had authoritatively sanctioned, and the devotion with which I could promptly put myself at her disposal, it would have cast suspicion on the validity of reasonings and conclusions which rested on no independent inquiry, and appealed to no past experience. In that case it might have been plausibly objected by opponents that I was the



serviceable expedient of an emergency, and never, after all, could be more than ingenious and adroit in the management of an argument which was not my own, and which I was sure to forget again as readily as I had mastered it. But this is not so. The views to which I have referred have grown into my whole system of thought, and are, as it were, part of myself. Many changes has my mind gone through; here it has known no variation or vacillation of opinion, and though this by itself is no proof of the truth of my principles, it puts a seal upon conviction and is a justification of earnestness and zeal. Those principles, which I am now to set forth under the sanction of the Catholic Church, were my profession at that early period of my life, when religion was to me more a matter of feeling and experience than of faith. They did but take greater hold upon me, as I was introduced to the records of Christian Antiquity, and approached in sentiment and desire to Catholicism; and my sense of their correctness has been increased with the events of every year since I have been brought within its pale.

And here I am brought to a second and more important reason for referring, on this occasion, to the conclusions at which Protestants have arrived on the subject of Liberal Education; and it is as follows: Let it be observed, then, that the principles on which I would conduct the inquiry are attainable, as I have already implied, by the mere experience of life. They do not come simply of theology; they imply no supernatural discernment; they have no special connexion with Revelation; they almost arise out of the nature of the case; they are dictated even by human prudence and wisdom, though a divine illumination be absent, and they are recognized by common sense, even where self-interest is not present to quicken it; and, therefore, though true, and just, and good in themselves,

they imply nothing whatever as to the religious profession of those who maintain them. They may be held by Protestants as well as by Catholics; nay, there is reason to anticipate that in certain times and places they will be more thoroughly investigated, and better understood, and held more firmly by Protestants than by ourselves.....

## III

And here I may mention a third reason for appealing at the outset to the proceedings of Protestant bodies in regard to Liberal Education. It will serve to intimate the mode in which I propose to handle my subject altogether. Observe then, Gentlemen, I have no intention, in any thing I shall say, of bringing into the argument the authority of the Church, or any authority at all; but I shall consider the question simply on the grounds of human reason and human wisdom. I am investigating in the abstract, and am determining what is in itself right and true. For the moment I know nothing, so to say, of history. I take things as I find them; I have no concern with the past; I find myself here; I set myself to the duties I find here; I set myself to further, by every means in my power, doctrines and views, true in themselves, recognized by Catholics as such, familiar to my own mind; and to do this quite apart from the consideration of questions which have been determined without me and before me. I am here the advocate and the minister of a certain great principle; yet not merely advocate and minister, else had I not been here at all. It has been my previous keen sense and hearty reception of that principle, that has been at once the reason, as I must suppose, of my being selected for this office, and is the cause of my accepting it. I am told on authority that a principle is expedient, which I have ever felt to be true. And I argue in its behalf on its own merits, the



authority, which brings me here, being my opportunity for arguing, but not the ground of my argument itself.

And a fourth reason is here suggested for consulting the history of Protestant institutions, when I am going to speak of the object and nature of University Education. It will serve to remind you, Gentlemen, that I am concerned with questions, not simply of immutable truth, but of practice and expedience. It would ill have become me to undertake a subject, on which points of dispute have arisen among persons so far above me in authority and name, in relation to a state of society, about which I have so much to learn, if it involved an appeal to sacred truths, or the determination of some imperative rule of conduct. It would have been presumptuous in me so to have acted, nor am I so acting. Even the question of the union of Theology with the secular Sciences, which is its religious side, simple as it is of solution in the abstract, has, according to difference of circumstances, been at different times differently decided. Necessity has no law, and expedience is often one form of necessity. It is no principle with sensible men, of whatever cast of opinion, to do always what is abstractedly best. Where no direct duty forbids, we may be obliged to do, as being best under circumstances, what we murmur and rise against, while we do it. We see that to attempt more is to effect less; that we must accept so much, or gain nothing; and so perforce we reconcile ourselves to what we would have far otherwise, if we could. Thus a system of what is called secular Education, in which Theology and the Sciences are taught separately, may, in a particular place or time, be the least of evils; it may be of long standing; it may be dangerous to meddle with; it may be professedly a temporary arrangement; it may be under a process of improvement; its disadvantages may be neutralized by the persons by whom, or the provisions under which, it is administered.

Hence it was, that in the early ages the Church allowed her children to attend the heathen schools for the acquisition of secular accomplishments, where, as no one can doubt, evils existed, at least as great as can attend on Mixed Education now. The gravest Fathers recommended for Christian youth the use of Pagan masters; the most saintly Bishops and most authoritative Doctors had been sent in their adolescence by Christian parents to Pagan lecture halls.<sup>1</sup> And, not to take other instances, at this very time, and in this very country, as regards at least the poorer classes of the community, whose secular acquirements ever must be limited, it has seemed best to the Irish Bishops, under the circumstances, to suffer the introduction into the country of a system of Mixed Education in the schools called National. (3) Such a state of things, however, is passing away; as regards University education at least, the highest authority has now decided that the plan, which is abstractedly best, is in this time and country also most expedient.....

<sup>1</sup> Vid. M. L'Abbé Lalanne's recent work.



## *Discourse V*

### KNOWLEDGE ITS OWN END

A University may be considered with reference either to its Students or to its Studies; and the principle, that all Knowledge is a whole and the separate Sciences parts of one, which I have hitherto been using in behalf of its studies, is equally important when we direct our attention to its students. Now then I turn to the students, and shall consider the education which, by virtue of this principle, a University will give them; and thus I shall be introduced, Gentlemen, to the second question, which I proposed to discuss, viz., whether and in what sense its teaching, viewed relatively to the taught, carries the attribute of Utility along with it.

#### I

I have said that all branches of knowledge are connected together, because the subject-matter of knowledge is intimately united in itself, as being the acts and the work of the Creator. Hence it is that the Sciences, into which our knowledge may be said to be cast, have multiplied bearings one on another, and an internal sympathy, and admit, or rather demand, comparison and adjustment. They complete, correct, balance each other. This consideration, if well-founded, must be taken into account, not only as regards the attainment of truth, which is their common end, but as regards the influence which they exercise upon those whose education consists in the study of them. I have said already, that to give undue prominence to one is to be unjust to another; to neglect or supersede these is to divert those from their proper object. It is to unsettle the boundary lines between science and science, to disturb

their action, to destroy the harmony which binds them together. Such a proceeding will have a corresponding effect when introduced into a place of education. There is no science but tells a different tale, when viewed as a portion of a whole, from what it is likely to suggest when taken by itself, without the safeguard, as I may call it, of others.

Let me make use of an illustration. In the combination of colours, very different effects are produced by a difference in their selection and juxta-position; red, green, and white, change their shades, according to the contrast to which they are submitted. And, in like manner, the drift and meaning of a branch of knowledge varies with the company in which it is introduced to the student. If his reading is confined simply to one subject, however such division of labour may favour the advancement of a particular pursuit, a point into which I do not here enter, certainly it has a tendency to contract his mind. If it is incorporated with others, it depends on those others as to the kind of influence which it exerts upon him. Thus the Classics, which in England are the means of refining the taste, have in France subserved the spread of revolutionary and deistical doctrines. In Metaphysics, again, Butler's *Analogy of Religion*, which has had so much to do with the conversion to the Catholic faith of members of the University of Oxford, appeared to Pitt and others, who had received a different training, to operate only in the direction of infidelity. And so again, Watson, Bishop of Llandaff, as I think he tells us in the narrative of his life, felt the science of Mathematics to indispose the mind to religious belief, while others see in its investigations the best parallel, and thereby defence, of the Christian Mysteries. In like manner, I suppose, Arcesilas<sup>(4)</sup> would not have handled logic as Aristotle, nor Aristotle have criticized poets as Plato; yet reasoning and poetry are subject to scientific rules.



It is a great point then to enlarge the range of studies which a University professes, even for the sake of the students; and, though they cannot pursue every subject which is open to them, they will be the gainers by living among those and under those who represent the whole circle. This I conceive to be the advantage of a seat of universal learning, considered as a place of education. An assemblage of learned men, zealous for their own sciences, and rivals of each other, are brought, by familiar intercourse and for the sake of intellectual peace, to adjust together the claims and relations of their respective subjects of investigation. They learn to respect, to consult, to aid each other. Thus is created a pure and clear atmosphere of thought, which the student also breathes, though in his own case he only pursues a few sciences out of the multitude. He profits by an intellectual tradition, which is independent of particular teachers, which guides him in his choice of subjects, and duly interprets for him those which he chooses. He apprehends the great outlines of knowledge, the principles on which it rests, the scale of its parts, its lights and its shades, its great points and its little, as he otherwise cannot apprehend them. Hence it is that his education is called "Liberal". A habit of mind is formed which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation, and wisdom; or what in a former Discourse I have ventured to call a philosophical habit. This then I would assign as the special fruit of the education furnished at a University, as contrasted with other places of teaching or modes of teaching. This is the main purpose of a University in its treatment of its students.

And now the question is asked me, What is the *use* of it? and my answer will constitute the main subject of the Discourses which are to follow.

## II

Cautious and practical thinkers, I say, will ask of me, what, after all, is the gain of this Philosophy, of which I make such account, and from which I promise so much. Even supposing it to enable us to exercise the degree of trust exactly due to every science respectively, and to estimate precisely the value of every truth which is anywhere to be found, how are we better for this master view of things, which I have been extolling? Does it not reverse the principle of the division of labour? will practical objects be obtained better or worse by its cultivation? to what then does it lead? where does it end? what does it do? how does it profit? what does it promise? Particular sciences are respectively the basis of definite arts, which carry on to results tangible and beneficial the truths which are the subjects of the knowledge attained; what is the Art of this science of sciences? what is the fruit of such a Philosophy? what are we proposing to effect, what inducements do we hold out to the Catholic community, when we set about the enterprise of founding a University?

I am asked what is the end of University Education, and of the Liberal or Philosophical Knowledge which I conceive it to impart: I answer, that what I have already said has been sufficient to show that it has a very tangible, real, and sufficient end, though the end cannot be divided from that knowledge itself. Knowledge is capable of being its own end. Such is the constitution of the human mind, that any kind of knowledge, if it be really such, is its own reward. And if this is true of all knowledge, it is true also of that special Philosophy, which I have made to consist in a comprehensive view of truth in all its branches, of the relations of science to science, of their mutual bearings, and their respective values. What the worth of such an



acquirement is, compared with other objects which we seek,—wealth or power or honour or the conveniences and comforts of life,—I do not profess here to discuss; but I would maintain, and mean to show, that it is an object, in its own nature so really and undeniably good, as to be the compensation of a great deal of thought in the compassing, and a great deal of trouble in the attaining.

Now, when I say that Knowledge is, not merely a means to something beyond it, or the preliminary of certain arts into which it naturally resolves, but an end sufficient to rest in and to pursue for its own sake, surely I am uttering no paradox, for I am stating what is both intelligible in itself, and has ever been the common judgment of philosophers and the ordinary feeling of mankind. I am saying what at least the public opinion of this day ought to be slow to deny, considering how much we have heard of late years, in opposition to Religion, of entertaining, curious, and various knowledge. I am but saying what whole volumes have been written to illustrate, viz., by a “selection from the records of Philosophy, Literature, and Art, in all ages and countries, of a body of examples, to show how the most unpropitious circumstances have been unable to conquer an ardent desire for the acquisition of knowledge”.<sup>1</sup> That further advantages accrue to us and redound to others by its possession, over and above what it is in itself, I am very far indeed from denying; but, independent of these, we are satisfying a direct need of our nature in its very acquisition; and, whereas our nature, unlike that of the inferior creation, does not at once reach its perfection, but depends, in order to it, on a number of external aids and appliances, Knowledge, as one of the principal of these, is valuable for what its very presence in us does for us after the manner of a habit, even though

<sup>1</sup> *Pursuit of Knowledge under Difficulties*, Introd.

it be turned to no further account, nor subserve any direct end.

## III

Hence it is that Cicero, in enumerating the various heads of mental excellence, lays down the pursuit of Knowledge for its own sake, as the first of them. "This pertains most of all to human nature," he says, "for we are all of us drawn to the pursuit of Knowledge; in which to excel we consider excellent, whereas to mistake, to err, to be ignorant, to be deceived, is both an evil and a disgrace."<sup>1</sup> And he considers Knowledge the very first object to which we are attracted, after the supply of our physical wants. After the calls and duties of our animal existence, as they may be termed, as regards ourselves, our family, and our neighbours, follows, he tells us, "the search after truth. Accordingly, as soon as we escape from the pressure of necessary cares, forthwith we desire to see, to hear, and to learn; and consider the knowledge of what is hidden or is wonderful a condition of our happiness".

This passage, though it is but one of many similar passages in a multitude of authors, I take for the very reason that it is so familiarly known to us; and I wish you to observe, Gentlemen, how distinctly it separates the pursuit of Knowledge from those ulterior objects to which certainly it can be made to conduce, and which are, I suppose, solely contemplated by the persons who would ask of me the use of a University or Liberal Education. So far from dreaming of the cultivation of Knowledge directly and mainly in order to our physical comfort and enjoyment, for the sake of life and person, of health, of the conjugal and family union, of the social tie and civil security, the great Orator implies, that it is only after our

<sup>1</sup> Cicero. *Offic.* init.



physical and political needs are supplied, and when we are "free from necessary duties and cares", that we are in a condition for "desiring to see, to hear, and to learn". Nor does he contemplate in the least degree the reflex or subsequent action of Knowledge, when acquired, upon those material goods which we set out by securing before we seek it; on the contrary, he expressly denies its bearing upon social life altogether, strange as such a procedure is to those who live after the rise of the Baconian philosophy, and he cautions us against such a cultivation of it as will interfere with our duties to our fellow-creatures. "All these methods", he says, "are engaged in the investigation of truth; by the pursuit of which to be carried off from public occupations is a transgression of duty. For the praise of virtue lies altogether in action; yet intermissions often occur, and then we recur to such pursuits; not to say that the incessant activity of the mind is vigorous enough to carry us on in the pursuit of knowledge, even without any exertion of our own." The idea of benefiting society by means of "the pursuit of science and knowledge" did not enter at all into the motives which he would assign for their cultivation.

This was the ground of the opposition which the elder Cato made to the introduction of Greek Philosophy among his countrymen, when Carneades and his companions, on occasion of their embassy, were charming the Roman youth with their eloquent expositions of it. The fit representative of a practical people, Cato estimated every thing by what it produced; whereas the Pursuit of Knowledge promised nothing beyond Knowledge itself. He despised that refinement or enlargement of mind of which he had no experience.

## IV

Things, which can bear to be cut off from every thing else and yet persist in living, must have life in themselves; pursuits, which issue in nothing, and still maintain their ground for ages, which are regarded as admirable, though they have not as yet proved themselves to be useful, must have their sufficient end in themselves, whatever it turn out to be. And we are brought to the same conclusion by considering the force of the epithet, by which the knowledge under consideration is popularly designated. It is common to speak of "*liberal* knowledge", of the "*liberal* arts and studies", and of a "*liberal* education", as the especial characteristic or property of a University and of a gentleman; what is really meant by the word? Now, first, in its grammatical sense it is opposed to *servile*; and by "servile work" is understood, as our catechisms inform us, bodily labour, mechanical employment, and the like, in which the mind has little or no part. Parallel to such servile works are those arts, if they deserve the name, of which the poet speaks,<sup>1</sup> which owe their origin and their method to hazard, not to skill; as, for instance, the practice and operations of an empiric. As far as this contrast may be considered as a guide into the meaning of the word, liberal education and liberal pursuits are exercises of mind, of reason, of reflection.

But we want something more for its explanation, for there are bodily exercises which are liberal, and mental exercises which are not so. For instance, in ancient times the practitioners in medicine were commonly slaves; yet it was an art as intellectual in its nature, in spite of the

<sup>1</sup> Τέχνη τύχην ἔστερξε καὶ τύχη τέχνην. (5)

Vid. Arist. Nic. Ethic. vi.



pretence, fraud, and quackery with which it might then, as now, be debased, as it was heavenly in its aim. And so in like manner, we contrast a liberal education with a commercial education or a professional; yet no one can deny that commerce and the professions afford scope for the highest and most diversified powers of mind. There is then a great variety of intellectual exercises, which are not technically called "liberal"; on the other hand, I say, there are exercises of the body which do receive that appellation. Such, for instance, was the palæstra, in ancient times; such the Olympic games, in which strength and dexterity of body as well as of mind gained the prize. In Xenophon we read of the young Persian nobility being taught to ride on horseback and to speak the truth; both being among the accomplishments of a gentleman. War, too, however rough a profession, has ever been accounted liberal, unless in cases when it becomes heroic, which would introduce us to another subject.

Now comparing these instances together, we shall have no difficulty in determining the principle of this apparent variation in the application of the term which I am examining. Manly games, or games of skill, or military prowess, though bodily, are, it seems, accounted liberal; on the other hand, what is merely professional, though highly intellectual, nay, though liberal in comparison of trade and manual labour, is not simply called liberal, and mercantile occupations are not liberal at all. Why this distinction? because that alone is liberal knowledge, which stands on its own pretensions, which is independent of sequel, expects no complement, refuses to be *informed* (as it is called) by any end, or absorbed into any art, in order duly to present itself to our contemplation. The most ordinary pursuits have this specific character, if they are self-sufficient and complete; the highest lose it, when they

minister to something beyond them. It is absurd to balance, in point of worth and importance, a treatise on reducing fractures with a game of cricket or a fox-chase; yet of the two the bodily exercise has that quality which we call "liberal", and the intellectual has it not. And so of the learned professions altogether, considered merely as professions; although one of them be the most popularly beneficial, and another the most politically important, and the third the most intimately divine of all human pursuits, yet the very greatness of their end, the health of the body, or of the commonwealth, or of the soul, diminishes, not increases, their claim to the appellation "liberal", and that still more, if they are cut down to the strict exigencies of that end. If, for instance, Theology, instead of being cultivated as a contemplation, be limited to the purposes of the pulpit or be represented by the catechism, it loses,—not its usefulness, not its divine character, not its meritoriousness (rather it gains a claim upon these titles by such charitable condescension),—but it does lose the particular attribute which I am illustrating; just as a face worn by tears and fasting loses its beauty, or a labourer's hand loses its delicateness;—for Theology thus exercised is not simple knowledge, but rather is an art or a business making use of Theology. And thus it appears that even what is supernatural need not be liberal, nor need a hero be a gentleman, for the plain reason that one idea is not another idea. And in like manner the Baconian Philosophy, by using its physical sciences in the service of man, does thereby transfer them from the order of Liberal Pursuits to, I do not say the inferior, but the distinct class of the Useful. And, to take a different instance, hence again, as is evident, whenever personal gain is the motive, still more distinctive an effect has it upon the character of a given pursuit; thus racing, which was a liberal exercise in Greece,



forfeits its rank in times like these, so far as it is made the occasion of gambling.

All that I have been now saying is summed up in a few characteristic words of the great Philosopher. "Of possessions," he says, "those rather are useful, which bear fruit; those *liberal, which tend to enjoyment*. By fruitful, I mean, which yield revenue; by enjoyable, where *nothing accrues of consequence beyond the using.*"<sup>1</sup>

## v

Do not suppose, that in thus appealing to the ancients, I am throwing back the world two thousand years, and fettering Philosophy with the reasonings of paganism. While the world lasts, will Aristotle's doctrine on these matters last, for he is the oracle of nature and of truth. While we are men, we cannot help, to a great extent, being Aristotelians, for the great Master does but analyse the thoughts, feelings, views, and opinions of human kind. He has told us the meaning of our own words and ideas, before we were born. In many subject-matters, to think correctly, is to think like Aristotle; and we are his disciples whether we will or no, though we may not know it. Now, as to the particular instance before us, the word "liberal" as applied to Knowledge and Education, expresses a specific idea, which ever has been, and ever will be, while the nature of man is the same, just as the idea of the Beautiful is specific, or of the Sublime, or of the Ridiculous, or of the Sordid. It is in the world now, it was in the world then; and, as in the case of the dogmas of faith, it is illustrated by a continuous historical tradition, and never was out of the world, from the time it came into it. There have indeed been differences of opinion from time to time, as to what pursuits and what arts came under that idea, but

<sup>1</sup> Arist. *Rhet.* i. 5.

such differences are but an additional evidence of its reality. That idea must have a substance in it, which has maintained its ground amid these conflicts and changes, which has ever served as a standard to measure things withal, which has passed from mind to mind unchanged, when there was so much to colour, so much to influence any notion or thought whatever, which was not founded in our very nature. Were it a mere generalization, it would have varied with the subjects from which it was generalized; but though its subjects vary with the age, it varies not itself. The palæstra may seem a liberal exercise to Lysurgus, and illiberal to Seneca; coach-driving and prize-fighting may be recognized in Elis, and be condemned in England; music may be despicable in the eyes of certain moderns, and be in the highest place with Aristotle and Plato,—(and the case is the same in the particular application of the idea of Beauty, or of Goodness, or of Moral Virtue, there is a difference of tastes, a difference of judgments)—still these variations imply, instead of discrediting, the archetypal idea, which is but a previous hypothesis or condition, by means of which issue is joined between contending opinions, and without which there would be nothing to dispute about.

I consider, then, that I am chargeable with no paradox, when I speak of a Knowledge which is its own end, when I call it liberal knowledge, or a gentleman's knowledge, when I educate for it, and make it the scope of a University. And still less am I incurring such a charge, when I make this acquisition consist, not in Knowledge in a vague and ordinary sense, but in that Knowledge which I have especially called Philosophy or, in an extended sense of the word, Science; for whatever claims Knowledge has to be considered as a good, these it has in a higher degree when it is viewed not vaguely, not popularly, but precisely



and transcendently as Philosophy. Knowledge, I say, is then especially liberal, or sufficient for itself, apart from every external and ulterior object, when and so far as it is philosophical, and this I proceed to show.

## VI

Now bear with me, Gentlemen, if what I am about to say, has at first sight a fanciful appearance. Philosophy, then, or Science, is related to Knowledge in this way:—Knowledge is called by the name of Science or Philosophy, when it is acted upon, informed, or if I may use a strong figure, impregnated by Reason. Reason is the principle of that intrinsic fecundity of Knowledge, which, to those who possess it, is its especial value, and which dispenses with the necessity of their looking abroad for any end to rest upon external to itself. Knowledge, indeed, when thus exalted into a scientific form, is also power; not only is it excellent in itself, but whatever such excellence may be, it is something more, it has a result beyond itself. Doubtless; but that is a further consideration, with which I am not concerned. I only say that, prior to its being a power, it is a good; that it is, not only an instrument, but an end. I know well it may resolve itself into an art, and terminate in a mechanical process, and in tangible fruit; but it also may fall back upon that Reason which informs it, and resolve itself into Philosophy. In one case it is called Useful Knowledge, in the other Liberal. The same person may cultivate it in both ways at once; but this again is a matter foreign to my subject; here I do but say that there are two ways of using Knowledge, and in matter of fact those who use it in one way are not likely to use it in the other, or at least in a very limited measure. You see, then, here are two methods of Education; the end of the one is to be philosophical, of the other to be mechanical; the one

risers towards general ideas, the other is exhausted upon what is particular and external. Let me not be thought to deny the necessity, or to decry the benefit, of such attention to what is particular and practical, as belongs to the useful or mechanical arts; life could not go on without them; we owe our daily welfare to them; their exercise is the duty of the many, and we owe to the many a debt of gratitude for fulfilling that duty. I only say that Knowledge, in proportion as it tends more and more to be particular, ceases to be Knowledge. It is a question whether Knowledge can in any proper sense be predicated of the brute creation; without pretending to metaphysical exactness of phraseology, which would be unsuitable to an occasion like this, I say, it seems to me improper to call that passive sensation, or perception of things, which brutes seem to possess, by the name of Knowledge. When I speak of Knowledge, I mean something intellectual, something which grasps what it perceives through the senses; something which takes a view of things; which sees more than the senses convey; which reasons upon what it sees, and while it sees; which invests it with an idea. It expresses itself, not in a mere enunciation, but by an enthymeme: it is of the nature of science from the first, and in this consists its dignity. The principle of real dignity in Knowledge, its worth, its desirableness, considered irrespectively of its results, is this germ within it of a scientific or a philosophical process. This is how it comes to be an end in itself; this is why it admits of being called Liberal. Not to know the relative disposition of things is the state of slaves or children; to have mapped out the Universe is the boast, or at least the ambition, of Philosophy.

Moreover, such knowledge is not a mere extrinsic or accidental advantage, which is ours to-day and another's to-morrow, which may be got up from a book, and easily



forgotten again, which we can command or communicate at our pleasure, which we can borrow for the occasion, carry about in our hand, and take into the market; it is an acquired illumination, it is a habit, a personal possession, and an inward endowment. And this is the reason, why it is more correct, as well as more usual, to speak of a University as a place of education, than of instruction, though, when knowledge is concerned, instruction would at first sight have seemed the more appropriate word. We are instructed, for instance, in manual exercises, in the fine and useful arts, in trades, and in ways of business; for these are methods, which have little or no effect upon the mind itself, are contained in rules committed to memory, to tradition, or to use, and bear upon an end external to themselves. But education is a higher word; it implies an action upon our mental nature, and the formation of a character; it is something individual and permanent, and is commonly spoken of in connexion with religion and virtue. When, then, we speak of the communication of Knowledge as being Education, we thereby really imply that that Knowledge is a state or condition of mind; and since cultivation of mind is surely worth seeking for its own sake, we are thus brought once more to the conclusion, which the word "Liberal" and the word "Philosophy" have already suggested, that there is a Knowledge, which is desirable, though nothing come of it, as being of itself a treasure, and a sufficient remuneration of years of labour.

## VII

This, then, is the answer which I am prepared to give to the question with which I opened this Discourse. Before going on to speak of the object of the Church in taking up Philosophy, and the uses to which she puts it, I am prepared to maintain that Philosophy is its own end, and,

as I conceive, I have now begun the proof of it. I am prepared to maintain that there is a knowledge worth possessing for what it is, and not merely for what it does; and what minutes remain to me to-day I shall devote to the removal of some portion of the indistinctness and confusion with which the subject may in some minds be surrounded.

It may be objected then, that, when we profess to seek Knowledge for some end or other beyond itself, whatever it be, we speak intelligibly; but that, whatever men may have said, however obstinately the idea may have kept its ground from age to age, still it is simply unmeaning to say that we seek Knowledge for its own sake, and for nothing else; for that it ever leads to something beyond itself, which therefore is its end, and the cause why it is desirable;—moreover, that this end is twofold, either of this world or of the next; that all knowledge is cultivated either for secular objects or for eternal; that if it is directed to secular objects, it is called Useful Knowledge, if to eternal, Religious or Christian Knowledge;—in consequence, that if, as I have allowed, this Liberal Knowledge does not benefit the body or estate, it ought to benefit the soul; but if the fact be really so, that it is neither a physical or a secular good on the one hand, nor a moral good on the other, it cannot be a good at all, and is not worth the trouble which is necessary for its acquisition.

And then I may be reminded that the professors of this Liberal or Philosophical Knowledge have themselves, in every age, recognized this exposition of the matter, and have submitted to the issue in which it terminates; for they have ever been attempting to make men virtuous; or, if not, at least have assumed that refinement of mind was virtue, and that they themselves were the virtuous portion of mankind. This they have professed on the one



hand; and on the other, they have utterly failed in their professions, so as ever to make themselves a proverb among men, and a laughing-stock both to the grave and the dissipated portion of mankind, in consequence of them. Thus they have furnished against themselves both the ground and the means of their own exposure, without any trouble at all to any one else. In a word, from the time that Athens was the University of the world, what has Philosophy taught men, but to promise without practising, and to aspire without attaining? What has the deep and lofty thought of its disciples ended in but eloquent words? Nay, what has its teaching ever meditated, when it was boldest in its remedies for human ill, beyond charming us to sleep by its lessons, that we might feel nothing at all? like some melodious air, or rather like those strong and transporting perfumes, which at first spread their sweetness over every thing they touch, but in a little while do but offend in proportion as they once pleased us. Did Philosophy support Cicero under the disfavour of the fickle populace, or nerve Seneca to oppose an imperial tyrant? It abandoned Brutus, as he sorrowfully confessed, in his greatest need, and it forced Cato, as his panegyrist strangely boasts, into the false position of defying heaven. How few can be counted among its professors, who, like Polemo, were thereby converted from a profligate course, or, like Anaxagoras, (6) thought the world well lost in exchange for its possession? The philosopher in *Rasselas* taught a superhuman doctrine, and then succumbed without an effort to a trial of human affection.

“He discoursed”, we are told, “with great energy on the government of the passions. His look was venerable, his action graceful, his pronunciation clear, and his diction elegant. He showed, with great strength of sentiment and variety of illustration, that human nature is degraded and

debased, when the lower faculties predominate over the higher. He communicated the various precepts given, from time to time, for the conquest of passion, and displayed the happiness of those who had obtained the important victory, after which man is no longer the slave of fear, nor the fool of hope....He enumerated many examples of heroes immovable by pain or pleasure, who looked with indifference on those modes or accidents to which the vulgar give the names of good and evil."

Rasselas in a few days found the philosopher in a room half darkened, with his eyes misty, and his face pale. "Sir," said he, "you have come at a time when all human friendship is useless; what I suffer cannot be remedied, what I have lost cannot be supplied. My daughter, my only daughter, from whose tenderness I expected all the comforts of my age, died last night of a fever." "Sir," said the prince, "mortality is an event by which a wise man can never be surprised: we know that death is always near, and it should therefore always be expected." "Young man," answered the philosopher, "you speak like one who has never felt the pangs of separation." "Have you, then, forgot the precept", said Rasselas, "which you so powerfully enforced?...consider that external things are naturally variable, but truth and reason are always the same." "What comfort", said the mourner, "can truth and reason afford me? Of what effect are they now, but to tell me that my daughter will not be restored?"

### VIII

Better, far better, to make no professions, you will say, than to cheat others with what we are not, and to scandalize them with what we are. The sensualist, or the man of the world, at any rate is not the victim of fine words, but



pursues a reality and gains it. The Philosophy of Utility, you will say, Gentlemen, has at least done its work; and I grant it,—it aimed low, but it has fulfilled its aim. If that man of great intellect who has been its Prophet in the conduct of life played false to his own professions, he was not bound by his philosophy to be true to his friend or faithful in his trust. Moral virtue was not the line in which he undertook to instruct men; and though, as the poet calls him, he were the “meanest” of mankind, he was so in what may be called his private capacity and without any prejudice to the theory of induction. He had a right to be so, if he chose, for any thing that the Idols of the den or the theatre had to say to the contrary. His mission was the increase of physical enjoyment and social comfort;<sup>1</sup> and most wonderfully, most awfully has he fulfilled his conception and his design. Almost day by day have we fresh and fresh shoots, and buds, and blossoms, which are to ripen into fruit, on that magical tree of Knowledge which he planted, and to which none of us perhaps, except the very poor, but owes, if not his present life, at least his daily food, his health, and general well-being. He was the divinely provided minister of temporal benefits to all of us so great, that, whatever I am forced to think of him as a man, I have not the heart, from mere gratitude, to speak of him severely. And, in spite of the tendencies of his philosophy, which are, as we see at this day, to depreciate, or to trample on Theology, he has himself, in his writings, gone out of his way, as if with a prophetic misgiving of those tendencies, to insist on it as the instrument of that beneficent Father,<sup>2</sup> who, when He came on

<sup>1</sup> It will be seen that on the whole I agree with Lord Macaulay in his Essay on Bacon’s Philosophy. I do not know whether he would agree with me.

<sup>2</sup> *De Augment.* iv. 2, vid. Macaulay’s Essay; vid. also “In prin-

earth in visible form, took on Him first and most prominently the office of assuaging the bodily wounds of human nature. And truly, like the old mediciner in the tale, "he sat diligently at his work, and hummed, with cheerful countenance, a pious song"; and then in turn "went out singing into the meadows so gaily, that those who had seen him from afar might well have thought it was a youth gathering flowers for his beloved, instead of an old physician gathering healing herbs in the morning dew".<sup>1</sup>

Alas, that men, in the action of life or in their heart of hearts, are not what they seem to be in their moments of excitement, or in their trances or intoxications of genius,—so good, so noble, so serene! Alas, that Bacon too in his own way should after all be but the fellow of those heathen philosophers who in their disadvantages had some excuse for their inconsistency, and who surprise us rather in what they did say than in what they did not do! Alas, that he too, like Socrates or Seneca, must be stripped of his holy-day coat, which looks so fair, and should be but a mockery amid his most majestic gravity of phrase; and, for all his vast abilities, should, in the littleness of his own moral being, but typify the intellectual narrowness of his school! However, granting all this, heroism after all was not his philosophy:—I cannot deny he has abundantly achieved what he proposed. His is simply a Method *cipio operis ad Deum Patrem, Deum Verbum, Deum Spiritum, preces fundimus humillimas et ardentissimas, ut humani generis ærumnarum memores, et peregrinationis istius vitæ, in quâ dies paucos et malos terimus, novis suis eleemosynis, per manus nostras, familiam humanam dotare dignentur. Atque illud insuper supplices rogamus, ne humana divinis officiant; neve ex reseratione viarum sensûs, et accensione majore luminis naturalis, aliquid incredulitatis et noctis animis nostris erga divina mysteria oboriatur*", etc. *Præf. Instaur. Magn.* (7)

<sup>1</sup> Fouqué's *Unknown Patient*.



whereby bodily discomforts and temporal wants are to be most effectually removed from the greatest number; and already, before it has shown any signs of exhaustion, the gifts of nature, in their most artificial shapes and luxurious profusion and diversity, from all quarters of the earth, are, it is undeniable, by its means brought even to our doors, and we rejoice in them.

## IX

Useful Knowledge then, I grant, has done its work; and Liberal Knowledge as certainly has not done its work,—that is, supposing, as the objectors assume, its direct end, like Religious Knowledge, is to make men better; but this I will not for an instant allow, and, unless I allow it, those objectors have said nothing to the purpose. I admit, rather I maintain, what they have been urging, for I consider Knowledge to have its end in itself. For all its friends, or its enemies, may say, I insist upon it, that it is as real a mistake to burden it with virtue or religion as with the mechanical arts. Its direct business is not to steel the soul against temptation or to console it in affliction, any more than to set the loom in motion, or to direct the steam carriage; be it ever so much the means or the condition of both material and moral advancement, still, taken by and in itself, it as little mends our hearts as it improves our temporal circumstances. And if its eulogists claim for it such a power, they commit the very same kind of encroachment on a province not their own as the political economist who should maintain that his science educated him for casuistry or diplomacy. Knowledge is one thing, virtue is another; good sense is not conscience, refinement is not humility, nor is largeness and justness of view faith. Philosophy, however enlightened, however profound, gives no command over the passions, no influ-

ential motives, no vivifying principles. Liberal Education makes not the Christian, not the Catholic, but the gentleman. It is well to be a gentleman, it is well to have a cultivated intellect, a delicate taste, a candid, equitable, dispassionate mind, a noble and courteous bearing in the conduct of life;—these are the connatural qualities of a large knowledge; they are the objects of a University; I am advocating, I shall illustrate and insist upon them; but still, I repeat, they are no guarantee for sanctity or even for conscientiousness, they may attach to the man of the world, to the profligate, to the heartless,—pleasant, alas, and attractive as he shows when decked out in them. Taken by themselves, they do but seem to be what they are not; they look like virtue at a distance, but they are detected by close observers, and on the long run; and hence it is that they are popularly accused of pretence and hypocrisy, not, I repeat, from their own fault, but because their professors and their admirers persist in taking them for what they are not, and are officious in arrogating for them a praise to which they have no claim. Quarry the granite rock with razors, or moor the vessel with a thread of silk; then may you hope with such keen and delicate instruments as human knowledge and human reason to contend against those giants, the passion and the pride of man.

Surely we are not driven to theories of this kind, in order to vindicate the value and dignity of Liberal Knowledge. Surely the real grounds on which its pretensions rest are not so very subtle or abstruse, so very strange or improbable. Surely it is very intelligible to say, and that is what I say here, that Liberal Education, viewed in itself, is simply the cultivation of the intellect, as such, and its object is nothing more or less than intellectual excellence. Every thing has its own perfection, be it



higher or lower in the scale of things; and the perfection of one is not the perfection of another. Things animate, inanimate, visible, invisible, all are good in their kind, and have a *best* of themselves, which is an object of pursuit. Why do you take such pains with your garden or your park? You see to your walks and turf and shrubberies; to your trees and drives; not as if you meant to make an orchard of the one, or corn or pasture land of the other, but because there is a special beauty in all that is goodly in wood, water, plain, and slope, brought all together by art into one shape, and grouped into one whole. Your cities are beautiful, your palaces, your public buildings, your territorial mansions, your churches; and their beauty leads to nothing beyond itself. There is a physical beauty and a moral: there is a beauty of person, there is a beauty of our moral being, which is natural virtue; and in like manner there is a beauty, there is a perfection, of the intellect. There is an ideal perfection in these various subject-matters, towards which individual instances are seen to rise, and which are the standards for all instances whatever. The Greek divinities and demigods, as the statuary has moulded them, with their symmetry of figure, and their high forehead and their regular features, are the perfection of physical beauty. The heroes, of whom history tells, Alexander, or Cæsar, or Scipio, or Saladin, are the representatives of that magnanimity or self-mastery which is the greatness of human nature. Christianity too has its heroes, and in the supernatural order, and we call them Saints. The artist puts before him beauty of feature and form; the poet, beauty of mind; the preacher, the beauty of grace: then intellect too, I repeat, has its beauty, and it has those who aim at it. To open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule, and use its know-

ledge, to give it power over its own faculties, application, flexibility, method, critical exactness, sagacity, resource, address, eloquent expression, is an object as intelligible (for here we are inquiring, not what the object of a Liberal Education is worth, nor what use the Church makes of it, but what it is in itself), I say, an object as intelligible as the cultivation of virtue, while, at the same time, it is absolutely distinct from it.

## x

This indeed is but a temporal object, and a transitory possession; but so are other things in themselves which we make much of and pursue. The moralist will tell us that man, in all his functions, is but a flower which blossoms and fades, except so far as a higher principle breathes upon him, and makes him and what he is immortal. Body and mind are carried on into an eternal state of being by the gifts of Divine Munificence; but at first they do but fail in a failing world; and if the powers of intellect decay, the powers of the body have decayed before them, and, as an Hospital or an Almshouse, though its end be ephemeral, may be sanctified to the service of religion, so surely may a University, even were it nothing more than I have as yet described it. We attain to heaven by using this world well, though it is to pass away; we perfect our nature, not by undoing it, but by adding to it what is more than nature, and directing it towards aims higher than its own.



## *Discourse VI*

### KNOWLEDGE VIEWED IN RELATION TO LEARNING

#### I

It were well if the English, like the Greek language, possessed some definite word to express, simply and generally, intellectual proficiency or perfection, such as “health”, as used with reference to the animal frame, and “virtue”, with reference to our moral nature. I am not able to find such a term ;—talent, ability, genius, belong distinctly to the raw material, which is the subject-matter, not to that excellence which is the result of exercise and training. When we turn, indeed, to the particular kinds of intellectual perfection, words are forthcoming for our purpose, as, for instance, judgment, taste, and skill ; yet even these belong, for the most part, to powers or habits bearing upon practice or upon art, and not to any perfect condition of the intellect, considered in itself. Wisdom, again, is certainly a more comprehensive word than any other, but it has a direct relation to conduct, and to human life. Knowledge, indeed, and Science express purely intellectual ideas, but still not a state or quality of the intellect ; for knowledge, in its ordinary sense, is but one of its circumstances, denoting a possession or a habit ; and science has been appropriated to the subject-matter of the intellect, instead of belonging in English, as it ought to do, to the intellect itself. The consequence is that, on an occasion like this, many words are necessary, in order, first, to bring out and convey what surely is no difficult idea in itself,—that of the cultivation of the intellect as an end ; next, in order to recommend what

surely is no unreasonable object; and lastly, to describe and make the mind realize the particular perfection in which that object consists. Every one knows practically what are the constituents of health or of virtue; and every one recognizes health and virtue as ends to be pursued; it is otherwise with intellectual excellence, and this must be my excuse, if I seem to any one to be bestowing a good deal of labour on a preliminary matter.

In default of a recognized term, I have called the perfection or virtue of the intellect by the name of philosophy, philosophical knowledge, enlargement of mind, or illumination; terms which are not uncommonly given to it by writers of this day: but, whatever name we bestow on it, it is, I believe, as a matter of history, the business of a University to make this intellectual culture its direct scope, or to employ itself in the education of the intellect,—just as the work of a Hospital lies in healing the sick or wounded, of a Riding or Fencing School, or of a Gymnasium, in exercising the limbs, of an Almshouse, in aiding and solacing the old, of an Orphanage, in protecting innocence, of a Penitentiary, in restoring the guilty. I say, a University, taken in its bare idea, and before we view it as an instrument of the Church, has this object and this mission; it contemplates neither moral impression nor mechanical production; it professes to exercise the mind neither in art nor in duty; its function is intellectual culture; here it may leave its scholars, and it has done its work when it has done as much as this. It educates the intellect to reason well in all matters, to reach out towards truth, and to grasp it.



## II

This, I said in my foregoing Discourse, was the object of a University, viewed in itself, and apart from the Catholic Church, or from the State, or from any other power which may use it; and I illustrated this in various ways. I said that the intellect must have an excellence of its own, for there was nothing which had not its specific good; that the word "educate" would not be used of intellectual culture, as it is used, had not the intellect had an end of its own; that, had it not such an end, there would be no meaning in calling certain intellectual exercises "liberal", in contrast with "useful", as is commonly done; that the very notion of a philosophical temper implied it, for it threw us back upon research and system as ends in themselves, distinct from effects and works of any kind; that a philosophical scheme of knowledge, or system of sciences, could not, from the nature of the case, issue in any one definite art or pursuit, as its end; and that, on the other hand, the discovery and contemplation of truth, to which research and systematizing led, were surely sufficient ends, though nothing beyond them were added, and that they had ever been accounted sufficient by mankind.

Here then I take up the subject; and, having determined that the cultivation of the intellect is an end distinct and sufficient in itself, and that, so far as words go, it is an enlargement or illumination, I proceed to inquire what this mental breadth, or power, or light, or philosophy consists in. A Hospital heals a broken limb or cures a fever: what does an Institution effect, which professes the health, not of the body, not of the soul, but of the intellect? What is this good, which in former times, as well as our own, has been found worth the notice, the appropriation, of the Catholic Church?

I have then to investigate, in the Discourses which follow, those qualities and characteristics of the intellect in which its cultivation issues or rather consists; and, with a view of assisting myself in this undertaking, I shall recur to certain questions which have already been touched upon. These questions are three: viz., the relation of intellectual culture, first, to *mere* knowledge; secondly, to *professional* knowledge; and thirdly, to *religious* knowledge. In other words, are *acquirements* and *attainments* the scope of a University Education? or *expertness in particular arts and pursuits*? or *moral and religious proficiency*? or something besides these three? These questions I shall examine in succession, with the purpose I have mentioned; and I hope to be excused, if, in this anxious undertaking, I am led to repeat what, either in these Discourses or elsewhere, I have already put upon paper. And first, of *Mere Knowledge*, or Learning, and its connexion with intellectual illumination or Philosophy.

### III

I suppose the *primâ-facie* view which the public at large would take of a University, considering it as a place of Education, is nothing more or less than a place for acquiring a great deal of knowledge on a great many subjects. Memory is one of the first developed of the mental faculties; a boy's business when he goes to school is to learn, that is, to store up things in his memory. For some years his intellect is little more than an instrument for taking in facts, or a receptacle for storing them; he welcomes them as fast as they come to him; he lives on what is without; he has his eyes ever about him; he has a lively susceptibility of impressions; he imbibes information of every kind; and little does he make his own in a true sense of the word, living rather upon his neighbours



all around him. He has opinions, religious, political, and literary, and, for a boy, is very positive in them and sure about them; but he gets them from his schoolfellows, or his masters, or his parents, as the case may be. Such as he is in his other relations, such also is he in his school exercises; his mind is observant, sharp, ready, retentive; he is almost passive in the acquisition of knowledge. I say this in no disparagement of the idea of a clever boy. Geography, chronology, history, language, natural history, he heaps up the matter of these studies as treasures for a future day. It is the seven years of plenty with him: he gathers in by handfuls, like the Egyptians, without counting; and though, as time goes on, there is exercise for his argumentative powers in the Elements of Mathematics, and for his taste in the Poets and Orators, still, while at school, or at least, till quite the last years of his time, he acquires, and little more; and when he is leaving for the University, he is mainly the creature of foreign influences and circumstances, and made up of accidents, homogeneous or not, as the case may be. Moreover, the moral habits, which are a boy's praise, encourage and assist this result; that is, diligence, assiduity, regularity, despatch, persevering application; for these are the direct conditions of acquisition, and naturally lead to it. Acquirements, again, are emphatically producible, and at a moment; they are a something to show, both for master and scholar; an audience, even though ignorant themselves of the subjects of an examination, can comprehend when questions are answered and when they are not. Here again is a reason why mental culture is in the minds of men identified with the acquisition of knowledge.

The same notion possesses the public mind, when it passes on from the thought of a school to that of a University: and with the best of reasons so far as this, that there is no true culture without acquirements, and

that philosophy presupposes knowledge. It requires a great deal of reading, or a wide range of information, to warrant us in putting forth our opinions on any serious subject; and without such learning the most original mind may be able indeed to dazzle, to amuse, to refute, to perplex, but not to come to any useful result or any trustworthy conclusion. There are indeed persons who profess a different view of the matter, and even act upon it. Every now and then you will find a person of vigorous or fertile mind, who relies upon his own resources, despises all former authors, and gives the world, with the utmost fearlessness, his views upon religion, or history, or any other popular subject. And his works may sell for a while; he may get a name in his day; but this will be all. His readers are sure to find in the long run that his doctrines are mere theories, and not the expression of facts, that they are chaff instead of bread, and then his popularity drops as suddenly as it rose.

Knowledge then is the indispensable condition of expansion of mind, and the instrument of attaining to it; this cannot be denied, it is ever to be insisted on; I begin with it as a first principle; however, the very truth of it carries men too far, and confirms to them the notion that it is the whole of the matter. A narrow mind is thought to be that which contains little knowledge; and an enlarged mind, that which holds a great deal; and what seems to put the matter beyond dispute is, the fact of the great number of studies which are pursued in a University, by its very profession. Lectures are given on every kind of subject; examinations are held; prizes awarded. There are moral, metaphysical, physical Professors; Professors of languages, of history, of mathematics, of experimental science. Lists of questions are published, wonderful for their range and depth, variety and difficulty;



treatises are written, which carry upon their very face the evidence of extensive reading or multifarious information; what then is wanting for mental culture to a person of large reading and scientific attainments? what is grasp of mind but acquirement? where shall philosophical repose be found, but in the consciousness and enjoyment of large intellectual possessions?

And yet this notion is, I conceive, a mistake, and my present business is to show that it is one, and that the end of a Liberal Education is not mere knowledge, or knowledge considered in its *matter*; and I shall best attain my object by actually setting down some cases, which will be generally granted to be instances of the process of enlightenment or enlargement of mind, and others which are not, and thus, by the comparison, you will be able to judge for yourselves, Gentlemen, whether Knowledge, that is, acquirement, is after all the real principle of the enlargement, or whether that principle is not rather something beyond it.

## IV

For instance,<sup>1</sup> let a person, whose experience has hitherto been confined to the more calm and unpretending scenery of these islands, whether here or in England, go for the first time into parts where physical nature puts on her wilder and more awful forms, whether at home or abroad, as into mountainous districts; or let one, who has ever lived in a quiet village, go for the first time to a great metropolis,—then I suppose he will have a sensation which perhaps he never had before. He has a feeling not in addition or increase of former feelings, but of something

<sup>1</sup> The pages which follow are taken almost *verbatim* from the author's 14th (Oxford) University Sermon, which, at the time of writing this Discourse, he did not expect ever to reprint.

different in its nature. He will perhaps be borne forward, and find for a time that he has lost his bearings. He has made a certain progress, and he has a consciousness of mental enlargement; he does not stand where he did, he has a new centre, and a range of thoughts to which he was before a stranger.

Again, the view of the heavens which the telescope opens upon us, if allowed to fill and possess the mind, may almost whirl it round and make it dizzy. It brings in a flood of ideas, and is rightly called an intellectual enlargement, whatever is meant by the term.

And so again, the sight of beasts of prey and other foreign animals, their strangeness, the originality (if I may use the term) of their forms and gestures and habits and their variety and independence of each other, throw us out of ourselves into another creation, and as if under another Creator, if I may so express the temptation which may come on the mind. We seem to have new faculties, or a new exercise for our faculties, by this addition to our knowledge; like a prisoner, who, having been accustomed to wear manacles or fetters, suddenly finds his arms and legs free.

Hence Physical Science generally, in all its departments, as bringing before us the exuberant riches and resources, yet the orderly course, of the Universe, elevates and excites the student, and at first, I may say, almost takes away his breath, while in time it exercises a tranquillizing influence upon him.

Again, the study of history is said to enlarge and enlighten the mind, and why? because, as I conceive, it gives it a power of judging of passing events, and of all events, and a conscious superiority over them, which before it did not possess.

And in like manner, what is called seeing the world,



entering into active life, going into society, travelling, gaining acquaintance with the various classes of the community, coming into contact with the principles and modes of thought of various parties, interests, and races, their views, aims, habits and manners, their religious creeds and forms of worship,—gaining experience how various yet how alike men are, how low-minded, how bad, how opposed, yet how confident in their opinions; all this exerts a perceptible influence upon the mind, which it is impossible to mistake, be it good or be it bad, and is popularly called its enlargement.

And then again, the first time the mind comes across the arguments and speculations of unbelievers, and feels what a novel light they cast upon what it has hitherto accounted sacred; and still more, if it gives in to them and embraces them, and throws off as so much prejudice what it has hitherto held, and, as if waking from a dream, begins to realize to its imagination that there is now no such thing as law and the transgression of law, that sin is a phantom, and punishment a bugbear, that it is free to sin, free to enjoy the world and the flesh; and still further, when it does enjoy them, and reflects that it may think and hold just what it will, that “the world is all before it where to choose”, and what system to build up as its own private persuasion; when this torrent of wilful thoughts rushes over and inundates it, who will deny that the fruit of the tree of knowledge, or what the mind takes for knowledge, has made it one of the gods, with a sense of expansion and elevation,—an intoxication in reality, still, so far as the subjective state of the mind goes, an illumination? Hence the fanaticism of individuals or nations, who suddenly cast off their Maker. Their eyes are opened; and, like the judgment-stricken king in the Tragedy, they see two suns, and a magic universe, out of

which they look back upon their former state of faith and innocence with a sort of contempt and indignation, as if they were then but fools, and the dupes of imposture.

On the other hand, Religion has its own enlargement, and an enlargement, not of tumult, but of peace. It is often remarked of uneducated persons, who have hitherto thought little of the unseen world, that, on their turning to God, looking into themselves, regulating their hearts, reforming their conduct, and meditating on death and judgment, heaven and hell, they seem to become, in point of intellect, different beings from what they were. Before, they took things as they came, and thought no more of one thing than another. But now every event has a meaning; they have their own estimate of whatever happens to them; they are mindful of times and seasons, and compare the present with the past; and the world, no longer dull, monotonous, unprofitable, and hopeless, is a various and complicated drama, with parts and an object, and an awful moral.

## v

Now from these instances, to which many more might be added, it is plain, first, that the communication of knowledge certainly is either a condition or the means of that sense of enlargement or enlightenment, of which at this day we hear so much in certain quarters: this cannot be denied; but next, it is equally plain, that such communication is not the whole of the process. The enlargement consists, not merely in the passive reception into the mind of a number of ideas hitherto unknown to it, but in the mind's energetic and simultaneous action upon and towards and among those new ideas, which are rushing in upon it. It is the action of a formative power, reducing to order and meaning the matter of our acquire-



ments; it is a making the objects of our knowledge subjectively our own, or, to use a familiar word, it is a digestion of what we receive, into the substance of our previous state of thought; and without this no enlargement is said to follow. There is no enlargement, unless there be a comparison of ideas one with another, as they come before the mind, and a systematizing of them. We feel our minds to be growing and expanding *then*, when we not only learn, but refer what we learn to what we know already. It is not the mere addition to our knowledge that is the illumination; but the locomotion, the movement onwards, of that mental centre, to which both what we know, and what we are learning, the accumulating mass of our acquirements, gravitates. And therefore a truly great intellect, and recognized to be such by the common opinion of mankind, such as the intellect of Aristotle, or of St Thomas, or of Newton, or of Goethe, (I purposely take instances within and without the Catholic pale, when I would speak of the intellect as such), is one which takes a connected view of old and new, past and present, far and near, and which has an insight into the influence of all these one on another; without which there is no whole, and no centre. It possesses the knowledge, not only of things, but also of their mutual and true relations; knowledge, not merely considered as acquirement, but as philosophy.

Accordingly, when this analytical, distributive, harmonizing process is away, the mind experiences no enlargement, and is not reckoned as enlightened or comprehensive, whatever it may add to its knowledge. For instance, a great memory, as I have already said, does not make a philosopher, any more than a dictionary can be called a grammar. There are men who embrace in their minds a vast multitude of ideas, but with little

sensibility about their real relations towards each other. These may be antiquarians, annalists, naturalists; they may be learned in the law; they may be versed in statistics; they are most useful in their own place; I should shrink from speaking disrespectfully of them; still, there is nothing in such attainments to guarantee the absence of narrowness of mind. If they are nothing more than well-read men, or men of information, they have not what specially deserves the name of culture of mind, or fulfils the type of Liberal Education.

In like manner, we sometimes fall in with persons who have seen much of the world, and of the men who, in their day, have played a conspicuous part in it, but who generalize nothing, and have no observation, in the true sense of the word. They abound in information in detail, curious and entertaining, about men and things; and, having lived under the influence of no very clear or settled principles, religious or political, they speak of every one and every thing, only as so many phenomena, which are complete in themselves, and lead to nothing, not discussing them, or teaching any truth, or instructing the hearer, but simply talking. No one would say that these persons, well informed as they are, had attained to any great culture of intellect or to philosophy.

The case is the same still more strikingly where the persons in question are beyond dispute men of inferior powers and deficient education. Perhaps they have been much in foreign countries, and they receive, in a passive, otiose, unfruitful way, the various facts which are forced upon them there. Seafaring men, for example, range from one end of the earth to the other; but the multiplicity of external objects, which they have encountered, forms no symmetrical and consistent picture upon their imagination; they see the tapestry of human life, as it were, on the



wrong side, and it tells no story. They sleep, and they rise up, and they find themselves, now in Europe, now in Asia; they see visions of great cities and wild regions; they are in the marts of commerce, or amid the islands of the South; they gaze on Pompey's Pillar, or on the Andes; and nothing which meets them carries them forward or backward, to any idea beyond itself. Nothing has a drift or relation; nothing has a history or a promise. Every thing stands by itself, and comes and goes in its turn, like the shifting scenes of a show, which leave the spectator where he was. Perhaps you are near such a man on a particular occasion, and expect him to be shocked or perplexed at something which occurs; but one thing is much the same to him as another, or, if he is perplexed, it is as not knowing what to say, whether it is right to admire, or to ridicule, or to disapprove, while conscious that some expression of opinion is expected from him; for in fact he has no standard of judgment at all, and no landmarks to guide him to a conclusion. Such is mere acquisition, and, I repeat, no one would dream of calling it philosophy.

## VI

Instances, such as these, confirm, by the contrast, the conclusion I have already drawn from those which preceded them. That only is true enlargement of mind which is the power of viewing many things at once as one whole, of referring them severally to their true place in the universal system, of understanding their respective values, and determining their mutual dependence. Thus is that form of Universal Knowledge, of which I have on a former occasion spoken, set up in the individual intellect, and constitutes its perfection. Possessed of this real illumination, the mind never views any part of the ex-

tended subject-matter of Knowledge without recollecting that it is but a part, or without the associations which spring from this recollection. It makes every thing in some sort lead to every thing else; it would communicate the image of the whole to every separate portion, till that whole becomes in imagination like a spirit, every where pervading and penetrating its component parts, and giving them one definite meaning. Just as our bodily organs, when mentioned, recall their function in the body, as the word "creation" suggests the Creator, and "subjects" a sovereign, so, in the mind of the Philosopher, as we are abstractedly conceiving of him, the elements of the physical and moral world, sciences, arts, pursuits, ranks, offices, events, opinions, individualities, are all viewed as one, with correlative functions, and as gradually by successive combinations converging, one and all, to the true centre.

To have even a portion of this illuminative reason and true philosophy is the highest state to which nature can aspire, in the way of intellect; it puts the mind above the influences of chance and necessity, above anxiety, suspense, unsettlement, and superstition, which is the lot of the many. Men, whose minds are possessed with some one object, take exaggerated views of its importance, are feverish in the pursuit of it, make it the measure of things which are utterly foreign to it, and are startled and despond if it happens to fail them. They are ever in alarm or in transport. Those on the other hand who have no object or principle whatever to hold by, lose their way, every step they take. They are thrown out, and do not know what to think or say, at every fresh juncture; they have no view of persons, or occurrences, or facts, which come suddenly upon them, and they hang upon the opinion of others, for want of internal resources. But the intellect, which has been disciplined to the perfection of its powers,



which knows, and thinks while it knows, which has learned to leaven the dense mass of facts and events with the elastic force of reason, such an intellect cannot be partial, cannot be exclusive, cannot be impetuous, cannot be at a loss, cannot but be patient, collected, and majestically calm, because it discerns the end in every beginning, the origin in every end, the law in every interruption, the limit in each delay; because it ever knows where it stands, and how its path lies from one point to another. It is the *τετράγωνος* (8) of the Peripatetic, and has the “nil admirari” of the Stoic,—

Felix qui potuit rerum cognoscere causas,  
Atque metus omnes, et inexorabile fatum  
Subjecit pedibus, strepitumque Acherontis avari. (9)

There are men who, when in difficulties, originate at the moment vast ideas or dazzling projects; who, under the influence of excitement, are able to cast a light, almost as if from inspiration, on a subject or course of action which comes before them; who have a sudden presence of mind equal to any emergency, rising with the occasion, and an undaunted magnanimous bearing, and an energy and keenness which is but made intense by opposition. This is genius, this is heroism; it is the exhibition of a natural gift, which no culture can teach, at which no Institution can aim; here, on the contrary, we are concerned, not with mere nature, but with training and teaching. That perfection of the Intellect, which is the result of Education, and its *beau idéal*, to be imparted to individuals in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place, and with its own characteristics upon it. It is almost prophetic from its knowledge of history; it is

almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres.

## VII

And now, if I may take for granted that the true and adequate end of intellectual training and of a University is not Learning or Acquirement, but rather, is Thought or Reason exercised upon Knowledge, or what may be called Philosophy, I shall be in a position to explain the various mistakes which at the present day beset the subject of University Education.

I say then, if we would improve the intellect, first of all, we must ascend; we cannot gain real knowledge on a level; we must generalize, we must reduce to method, we must have a grasp of principles, and group and shape our acquisitions by means of them. It matters not whether our field of operation be wide or limited; in every case, to command it, is to mount above it. Who has not felt the irritation of mind and impatience created by a deep, rich country, visited for the first time, with winding lanes, and high hedges, and green steeps, and tangled woods, and every thing smiling indeed, but in a maze? The same feeling comes upon us in a strange city, when we have no map of its streets. Hence you hear of practised travellers, when they first come into a place, mounting some high hill or church tower, by way of reconnoitring its neighbourhood. In like manner, you must be above your knowledge, not under it, or it will oppress you; and the more you have of it, the greater



will be the load. The learning of a Salmasius(10) or a Burman, unless you are its master, will be your tyrant. "Imperat aut servit"; if you can wield it with a strong arm, it is a great weapon; otherwise,

Vis consili expers  
Mole ruit suâ.

You will be overwhelmed, like Tarpeia, by the heavy wealth which you have exacted from tributary generations.

Instances abound; there are authors who are as pointless as they are inexhaustible in their literary resources. They measure knowledge by bulk, as it lies in the rude block, without symmetry, without design. How many commentators are there on the Classics, how many on Holy Scripture, from whom we rise up, wondering at the learning which has passed before us, and wondering why it passed! How many writers are there of Ecclesiastical History, such as Mosheim or Du Pin, who, breaking up their subject into details, destroy its life, and defraud us of the whole by their anxiety about the parts! The Sermons, again, of the English Divines in the seventeenth century, how often are they mere repertories of miscellaneous and officious learning! Of course Catholics also may read without thinking; and in their case, equally as with Protestants, it holds good, that such knowledge is unworthy of the name, knowledge which they have not thought through, and thought out. Such readers are only possessed by their knowledge, not possessed of it; nay, in matter of fact they are often even carried away by it, without any volition of their own. Recollect, the Memory can tyrannize, as well as the Imagination. Derangement, I believe, has been considered as a loss of control over the sequence of ideas. The mind, once set in motion, is henceforth deprived of the power of initiation, and becomes the

victim of a train of associations, one thought suggesting another, in the way of cause and effect, as if by a mechanical process, or some physical necessity. No one, who has had experience of men of studious habits, but must recognize the existence of a parallel phenomenon in the case of those who have over-stimulated the Memory. In such persons Reason acts almost as feebly and as impotently as in the madman; once fairly started on any subject whatever, they have no power of self-control; they passively endure the succession of impulses which are evolved out of the original exciting cause; they are passed on from one idea to another and go steadily forward, plodding along one line of thought in spite of the amplest concessions of the hearer, or wandering from it in endless digression in spite of his remonstrances. Now, if, as is very certain, no one would envy the madman the glow and originality of his conceptions, why must we extol the cultivation of that intellect, which is the prey, not indeed of barren fancies, but of barren facts, of random intrusions from without, though not of morbid imaginations from within? And in thus speaking, I am not denying that a strong and ready memory is in itself a real treasure; I am not disparaging a well-stored mind, though it be nothing besides, provided it be sober, any more than I would despise a bookseller's shop:—it is of great value to others, even when not so to the owner. Nor am I banishing, far from it, the possessors of deep and multifarious learning from my ideal University; they adorn it in the eyes of men; I do but say that they constitute no type of the results at which it aims; that it is no great gain to the intellect to have enlarged the memory at the expense of faculties which are indisputably higher.



## VIII

Nor indeed am I supposing that there is any great danger, at least in this day, of over-education; the danger is on the other side. I will tell you, Gentlemen, what has been the practical error of the last twenty years,—not to load the memory of the student with a mass of undigested knowledge, but to force upon him so much that he has rejected all. It has been the error of distracting and enfeebling the mind by an unmeaning profusion of subjects; of implying that a smattering in a dozen branches of study is not shallowness, which it really is, but enlargement, which it is not; of considering an acquaintance with the learned names of things and persons, and the possession of clever duodecimos, and attendance on eloquent lecturers, and membership with scientific institutions, and the sight of the experiments of a platform and the specimens of a museum, that all this was not dissipation of mind, but progress. All things now are to be learned at once, not first one thing, then another, not one well, but many badly. Learning is to be without exertion, without attention, without toil; without grounding, without advance, without finishing. There is to be nothing individual in it; and this, forsooth, is the wonder of the age. What the steam engine does with matter, the printing press is to do with mind; it is to act mechanically, and the population is to be passively, almost unconsciously, enlightened, by the mere multiplication and dissemination of volumes. Whether it be the school boy, or the school girl, or the youth at college, or the mechanic in the town, or the politician in the senate, all have been the victims in one way or other of this most preposterous and pernicious of delusions. Wise men have lifted up their voices in vain; and at length, lest their own institutions should be outshone

and should disappear in the folly of the hour, they have been obliged, as far as they could with a good conscience, to humour a spirit which they could not withstand, and make temporizing concessions at which they could not but inwardly smile.

It must not be supposed that, because I so speak, therefore I have some sort of fear of the education of the people: on the contrary, the more education they have, the better, so that it is really education. Nor am I an enemy to the cheap publication of scientific and literary works, which is now in vogue (11): on the contrary, I consider it a great advantage, convenience, and gain; that is, to those to whom education has given a capacity for using them. Further, I consider such innocent recreations as science and literature are able to furnish will be a very fit occupation of the thoughts and the leisure of young persons, and may be made the means of keeping them from bad employments and bad companions. Moreover, as to that superficial acquaintance with chemistry, and geology, and astronomy, and political economy, and modern history, and biography, and other branches of knowledge, which periodical literature and occasional lectures and scientific institutions diffuse through the community, I think it a graceful accomplishment, and a suitable, nay, in this day a necessary accomplishment, in the case of educated men. Nor, lastly, am I disparaging or discouraging the thorough acquisition of any one of these studies, or denying that, as far as it goes, such thorough acquisition is a real education of the mind. All I say is, call things by their right names, and do not confuse together ideas which are essentially different. A thorough knowledge of one science and a superficial acquaintance with many, are not the same thing; a smattering of a hundred things or a memory



for detail, is not a philosophical or comprehensive view. Recreations are not education; accomplishments are not education. Do not say, the people must be educated, when, after all, you only mean, amused, refreshed, soothed, put into good spirits and good humour, or kept from vicious excesses. I do not say that such amusements, such occupations of mind, are not a great gain; but they are not education. You may as well call drawing and fencing education, as a general knowledge of botany or conchology. Stuffing birds or playing stringed instruments is an elegant pastime, and a resource to the idle, but it is not education; it does not form or cultivate the intellect. Education is a high word; it is the preparation for knowledge, and it is the imparting of knowledge in proportion to that preparation. We require intellectual eyes to know withal, as bodily eyes for sight. We need both objects and organs intellectual; we cannot gain them without setting about it; we cannot gain them in our sleep, or by hap-hazard. The best telescope does not dispense with eyes; the printing press or the lecture room will assist us greatly, but we must be true to ourselves, we must be parties in the work. A University is, according to the usual designation, an Alma Mater, knowing her children one by one, not a foundry, or a mint, or a treadmill.

## IX

I protest to you, Gentlemen, that if I had to choose between a so-called University, which dispensed with residence and tutorial superintendence, and gave its degrees to any person who passed an examination in a wide range of subjects, and a University which had no professors or examinations at all, but merely brought a number of young men together for three or four years, and then sent them

away as the University of Oxford is said to have done some sixty years since, if I were asked which of these two methods was the better discipline of the intellect,—mind, I do not say which is *morally* the better, for it is plain that compulsory study must be a good and idleness an intolerable mischief,—but if I must determine which of the two courses was the more successful in training, moulding, enlarging the mind, which sent out men the more fitted for their secular duties, which produced better public men, men of the world, men whose names would descend to posterity, I have no hesitation in giving the preference to that University which did nothing, over that which exacted of its members an acquaintance with every science under the sun. And, paradox as this may seem, still if results be the test of systems, the influence of the public schools and colleges of England, in the course of the last century, at least will bear out one side of the contrast as I have drawn it. What would come, on the other hand, of the ideal systems of education which have fascinated the imagination of this age, could they ever take effect, and whether they would not produce a generation frivolous, narrow-minded, and resourceless, intellectually considered, is a fair subject for debate; but so far is certain, that the Universities and scholastic establishments, to which I refer, and which did little more than bring together first boys and then youths in large numbers, these institutions, with miserable deformities on the side of morals, with a hollow profession of Christianity, and a heathen code of ethics,—I say, at least they can boast of a succession of heroes and statesmen, of literary men and philosophers, of men conspicuous for great natural virtues, for habits of business, for knowledge of life, for practical judgment, for cultivated tastes, for accomplishments, who have made England what it is,—able to subdue the earth, able to domineer over Catholics.



How is this to be explained? I suppose as follows: When a multitude of young men, keen, open-hearted, sympathetic, and observant, as young men are, come together and freely mix with each other, they are sure to learn one from another, even if there be no one to teach them; the conversation of all is a series of lectures to each, and they gain for themselves new ideas and views, fresh matter of thought, and distinct principles for judging and acting, day by day. An infant has to learn the meaning of the information which its senses convey to it, and this seems to be its employment. It fancies all that the eye presents to it to be close to it, till it actually learns the contrary, and thus by practice does it ascertain the relations and uses of those first elements of knowledge which are necessary for its animal existence. A parallel teaching is necessary for our social being, and it is secured by a large school or a college; and this effect may be fairly called in its own department an enlargement of mind. It is seeing the world on a small field with little trouble; for the pupils or students come from very different places, and with widely different notions, and there is much to generalize, much to adjust, much to eliminate, there are inter-relations to be defined, and conventional rules to be established, in the process, by which the whole assemblage is moulded together, and gains one tone and one character.

Let it be clearly understood, I repeat it, that I am not taking into account moral or religious considerations; I am but saying that that youthful community will constitute a whole, it will embody a specific idea, it will represent a doctrine, it will administer a code of conduct, and it will furnish principles of thought and action. It will give birth to a living teaching, which in course of time will take the shape of a self-perpetuating tradition, or a *genius loci*, as it is sometimes called; which haunts the home where it has

been born, and which imbues and forms, more or less, and one by one, every individual who is successively brought under its shadow. Thus it is that, independent of direct instruction on the part of Superiors, there is a sort of self-education in the academic institutions of Protestant England; a characteristic tone of thought, a recognized standard of judgment is found in them, which, as developed in the individual who is submitted to it, becomes a twofold source of strength to him, both from the distinct stamp it impresses on his mind, and from the bond of union which it creates between him and others,—effects which are shared by the authorities of the place, for they themselves have been educated in it, and at all times are exposed to the influence of its ethical atmosphere. Here then is a real teaching, whatever be its standards and principles, true or false; and it at least tends towards cultivation of the intellect; it at least recognizes that knowledge is something more than a sort of passive reception of scraps and details; it is a something, and it does a something, which never will issue from the most strenuous efforts of a set of teachers, with no mutual sympathies and no inter-communion, of a set of examiners with no opinions which they dare profess, and with no common principles, who are teaching or questioning a set of youths who do not know them, and do not know each other, on a large number of subjects, different in kind, and connected by no wide philosophy, three times a week, or three times a year, or once in three years, in chill lecture-rooms or on a pompous anniversary.

X

Nay, self-education in any shape, in the most restricted sense, is preferable to a system of teaching which, professing so much, really does so little for the mind. Shut your College gates against the votary of knowledge, throw him



back upon the searchings and the efforts of his own mind; he will gain by being spared an entrance into your Babel. Few indeed there are who can dispense with the stimulus and support of instructors, or will do any thing at all, if left to themselves. And fewer still (though such great minds are to be found), who will not, from such unassisted attempts, contract a self-reliance and a self-esteem, which are not only moral evils, but serious hindrances to the attainment of truth. And next to none, perhaps, or none, who will not be reminded from time to time of the disadvantage under which they lie, by their imperfect grounding, by the breaks, deficiencies, and irregularities of their knowledge, by the eccentricity of opinion and the confusion of principle which they exhibit. They will be too often ignorant of what every one knows and takes for granted, of that multitude of small truths which fall upon the mind like dust, impalpable and ever accumulating; they may be unable to converse, they may argue perversely, they may pride themselves on their worst paradoxes or their grossest truisms, they may be full of their own mode of viewing things, unwilling to be put out of their way, slow to enter into the minds of others;—but, with these and whatever other liabilities upon their heads, they are likely to have more thought, more mind, more philosophy, more true enlargement, than those earnest but ill-used persons, who are forced to load their minds with a score of subjects against an examination, who have too much on their hands to indulge themselves in thinking or investigation, who devour premiss and conclusion together with indiscriminate greediness, who hold whole sciences on faith, and commit demonstrations to memory, and who too often, as might be expected, when their period of education is passed, throw up all they have learned in disgust, having gained nothing really by their anxious labours, except perhaps the habit of application.

Yet such is the better specimen of the fruit of that ambitious system which has of late years been making way among us: for its result on ordinary minds, and on the common run of students, is less satisfactory still; they leave their place of education simply dissipated and relaxed by the multiplicity of subjects, which they have never really mastered, and so shallow as not even to know their shallowness. How much better, I say, is it for the active and thoughtful intellect, where such is to be found, to eschew the College and the University altogether, than to submit to a drudgery so ignoble, a mockery so contumelious! How much more profitable for the independent mind, after the mere rudiments of education, to range through a library at random, taking down books as they meet him, and pursuing the trains of thought which his mother wit suggests! How much healthier to wander into the fields, and there with the exiled Prince to find “tongues in the trees, books in the running brooks”! How much more genuine an education is that of the poor boy in the Poem<sup>1</sup>—a Poem, whether in conception or in execution, one of the most touching in our language—who, not in the wide world, but ranging day by day around his widowed mother’s home, “a dexterous gleaner” in a narrow field, and with only such slender outfit

as the village school and books a few  
Supplied,

<sup>1</sup> Crabbe’s *Tales of the Hall*. This Poem, let me say, I read on its first publication, above thirty years ago, with extreme delight, and have never lost my love of it; and on taking it up lately, found I was even more touched by it than heretofore. A work which can please in youth and age, seems to fulfil (in logical language) the *accidental definition* of a Classic. [A further course of twenty year has past, and I bear the same witness in favour of this Poem.]



contrived from the beach, and the quay, and the fisher's boat, and the inn's fireside, and the tradesman's shop, and the shepherd's walk, and the smuggler's hut, and the mossy moor, and the screaming gulls, and the restless waves, to fashion for himself a philosophy and a poetry of his own !

But in a large subject I am exceeding my necessary limits. Gentlemen, I must conclude abruptly ; and postpone any summing up of my argument, should that be necessary, to another day.

## *Discourse VII*

### KNOWLEDGE VIEWED IN RELATION TO PROFESSIONAL SKILL

#### I

I have been insisting, in my two preceding Discourses, first, on the cultivation of the intellect, as an end which may reasonably be pursued for its own sake; and next, on the nature of that cultivation, or what that cultivation consists in. Truth of whatever kind is the proper object of the intellect; its cultivation then lies in fitting it to apprehend and contemplate truth. Now the intellect in its present state, with exceptions which need not here be specified, does not discern truth intuitively, or as a whole. We know, not by a direct and simple vision, not at a glance, but, as it were, by piecemeal and accumulation, by a mental process, by going round an object, by the comparison, the combination, the mutual correction, the continual adaptation, of many partial notions, by the employment, concentration, and joint action of many faculties and exercises of mind. Such a union and concert of the intellectual powers, such an enlargement and development, such a comprehensiveness, is necessarily a matter of training. And again, such a training is a matter of rule; it is not mere application, however exemplary, which introduces the mind to truth, nor the reading many books, nor the getting up many subjects, nor the witnessing many experiments, nor the attending many lectures. All this is short of enough; a man may have done it all, yet be lingering in the vestibule of knowledge:—he may not realize what his mouth utters; he may not see with his mental eye what confronts him; he may have no grasp of things as



they are; or at least he may have no power at all of advancing one step forward of himself, in consequence of what he has already acquired, no power of discriminating between truth and falsehood, of sifting out the grains of truth from the mass, of arranging things according to their real value, and, if I may use the phrase, of building up ideas. Such a power is the result of a scientific formation of mind; it is an acquired faculty of judgment, of clear-sightedness, of sagacity, of wisdom, of philosophical reach of mind, and of intellectual self-possession and repose,—qualities which do not come of mere acquirement. The bodily eye, the organ for apprehending material objects, is provided by nature; the eye of the mind, of which the object is truth, is the work of discipline and habit.

This process of training, by which the intellect, instead of being formed or sacrificed to some particular or accidental purpose, some specific trade or profession, or study or science, is disciplined for its own sake, for the perception of its own proper object, and for its own highest culture, is called Liberal Education; and though there is no one in whom it is carried as far as is conceivable, or whose intellect would be a pattern of what intellects should be made, yet there is scarcely any one but may gain an idea of what real training is, and at least look towards it, and make its true scope and result, not something else, his standard of excellence; and numbers there are who may submit themselves to it, and secure it to themselves in good measure. And to set forth the right standard, and to train according to it, and to help forward all students towards it according to their various capacities, this I conceive to be the business of a University.

## II

Now this is what some great men are very slow to allow; they insist that Education should be confined to some particular and narrow end, and should issue in some definite work, which can be weighed and measured. They argue as if every thing, as well as every person, had its price; and that where there has been a great outlay, they have a right to expect a return in kind. This they call making Education and Instruction "useful", and "Utility" becomes their watchword. With a fundamental principle of this nature, they very naturally go on to ask, what there is to show for the expense of a University; what is the real worth in the market of the article called "a Liberal Education", on the supposition that it does not teach us definitely how to advance our manufactures, or to improve our lands, or to better our civil economy; or again, if it does not at once make this man a lawyer, that an engineer, and that a surgeon; or at least if it does not lead to discoveries in chemistry, astronomy, geology, magnetism, and science of every kind.

This question, as might have been expected, has been keenly debated in the present age, and formed one main subject of the controversy, to which I referred in the Introduction to the present Discourses, as having been sustained in the first decade of this century by a celebrated Northern Review on the one hand, and defenders of the University of Oxford on the other. Hardly had the authorities of that ancient seat of learning, waking from their long neglect, set on foot a plan for the education of the youth committed to them, than the representatives of science and literature in the city, which has sometimes been called the Northern Athens, remonstrated, with their gravest arguments and their most brilliant satire, against the direc-



tion and shape which the reform was taking. Nothing would content them, but that the University should be set to rights on the basis of the philosophy of Utility; a philosophy, as they seem to have thought, which needed but to be proclaimed in order to be embraced. In truth, they were little aware of the depth and force of the principles on which the academical authorities were proceeding, and, this being so, it was not to be expected that they would be allowed to walk at leisure over the field of controversy which they had selected. Accordingly they were encountered in behalf of the University by two men of great name and influence in their day, of very different minds, but united, as by Collegiate ties, so in the clear-sighted and large view which they took of the whole subject of Liberal Education; and the defence thus provided for the Oxford studies has kept its ground to this day.

## III

Let me be allowed to devote a few words to the memory of distinguished persons, under the shadow of whose name I once lived, and by whose doctrine I am now profiting. (12) In the heart of Oxford there is a small plot of ground, hemmed in by public thoroughfares, which has been the possession and the home of one Society for above five hundred years. In the old time of Boniface the Eighth and John the Twenty-second, in the age of Scotus and Occam and Dante, before Wiclif or Huss had kindled those miserable fires which are still raging to the ruin of the highest interests of man, an unfortunate king of England, Edward the Second, flying from the field of Bannockburn, is said to have made a vow to the Blessed Virgin to found a religious house in her honour, if he got back in safety. Prompted and aided by his Almoner, he decided on placing this house in the city of Alfred; and the Image of our

Lady, which is opposite its entrance-gate, is to this day the token of the vow and its fulfilment. King and Almoner have long been in the dust, and strangers have entered into their inheritance, and their creed has been forgotten, and their holy rites disowned; but day by day a memento is still made in the holy Sacrifice by at least one Catholic Priest, once a member of that College, for the souls of those Catholic benefactors who fed him there for so many years. The visitor, whose curiosity has been excited by its present fame, gazes perhaps with something of disappointment on a collection of buildings which have with them so few of the circumstances of dignity or wealth. Broad quadrangles, high halls and chambers, ornamented cloisters, stately walks, or umbrageous gardens, a throng of students, ample revenues, or a glorious history, none of these things were the portion of that old Catholic foundation; nothing in short which to the common eye sixty years ago would have given tokens of what it was to be. But it had at that time a spirit working within it, which enabled its inmates to do, amid its seeming insignificance, what no other body in the place could equal; not a very abstruse gift or extraordinary boast, but a rare one, the honest purpose to administer the trust committed to them in such a way as their conscience pointed out as best. So, whereas the Colleges of Oxford are self-electing bodies, the fellows in each perpetually filling up for themselves the vacancies which occur in their number, the members of this foundation determined, at a time when, either from evil custom or from ancient statute, such a thing was not known elsewhere, to throw open their fellowships to the competition of all comers, and, in the choice of associates henceforth, to cast to the winds every personal motive and feeling, family connexion, and friendship, and patronage, and political interest, and local claim, and prejudice, and party jealousy, and to elect



solely on public and patriotic grounds. Nay, with a remarkable independence of mind, they resolved that even the table of honours, awarded to literary merit by the University in its new system of examination for degrees, should not fetter their judgment as electors; but that at all risks, and whatever criticism it might cause, and whatever odium they might incur, they would select the men, whoever they were, to be children of their Founder, whom they thought in their consciences to be most likely from their intellectual and moral qualities to please him, if (as they expressed it) he were still upon earth, most likely to do honour to his College, most likely to promote the objects which they believed he had at heart. Such persons did not promise to be the disciples of a low Utilitarianism; and consequently, as their collegiate reform synchronized with that reform of the Academical body, in which they bore a principal part, it was not unnatural that, when the storm broke upon the University from the North, their Alma Mater, whom they loved, should have found her first defenders within the walls of that small College, which had first put itself into a condition to be her champion.

These defenders, I have said, were two, of whom the more distinguished was the late Dr Copleston, then a Fellow of the College, successively its Provost, and Protestant Bishop of Llandaff. In that Society, which owes so much to him, his name lives, and ever will live, for the distinction which his talents bestowed on it, for the academical importance to which he raised it, for the generosity of spirit, the liberality of sentiment, and the kindness of heart, with which he adorned it, and which even those who had least sympathy with some aspects of his mind and character could not but admire and love. Men come to their meridian at various periods of their lives; the last years of the eminent person I am speaking of were given

to duties which, I am told, have been the means of endearing him to numbers, but which afforded no scope for that peculiar vigour and keenness of mind which enabled him, when a young man, single-handed, with easy gallantry, to encounter and overthrow the charge of three giants of the North combined against him. I believe I am right in saying that, in the progress of the controversy, the most scientific, the most critical, and the most witty, of that literary company, all of them now, as he himself, removed from this visible scene, Professor Playfair, Lord Jeffrey, and the Rev. Sydney Smith, threw together their several efforts into one article of their Review, in order to crush and pound to dust the audacious controvertist who had come out against them in defence of his own Institutions. To have even contended with such men was a sufficient voucher for his ability, even before we open his pamphlets, and have actual evidence of the good sense, the spirit, the scholar-like taste, and the purity of style, by which they are distinguished.

He was supported in the controversy, on the same general principles, but with more of method and distinctness, and, I will add, with greater force and beauty and perfection, both of thought and of language, by the other distinguished writer, to whom I have already referred, Mr Davison; who, though not so well known to the world in his day, has left more behind him than the Provost of Oriel, to make his name remembered by posterity. This thoughtful man, who was the admired and intimate friend of a very remarkable person, whom, whether he wish it or not, numbers revere and love as the first author of the subsequent movement in the Protestant Church towards Catholicism,<sup>1</sup> this grave and philosophical writer, whose

<sup>1</sup> Mr Keble, Vicar of Hursley, late Fellow of Oriel, and Professor of Poetry in the University of Oxford.



works I can never look into without sighing that such a man was lost to the Catholic Church, as Dr Butler before him, by some early bias or some fault of self-education—he, in a review of a work by Mr Edgeworth on Professional Education, which attracted a good deal of attention in its day, goes leisurely over the same ground, which had already been rapidly traversed by Dr Copleston, and, though professedly employed upon Mr Edgeworth, is really replying to the northern critic who had brought that writer's work into notice, and to a far greater author than either of them, who in a past age had argued on the same side.

## IV

The author to whom I allude is no other than Locke. That celebrated philosopher has preceded the Edinburgh Reviewers in condemning the ordinary subjects in which boys are instructed at school, on the ground that they are not needed by them in after life; and before quoting what his disciples have said in the present century, I will refer to a few passages of the master. "'Tis matter of astonishment", he says in his work on Education, "that men of quality and parts should suffer themselves to be so far misled by custom and implicit faith. Reason, if consulted with, would advise, that their children's time should be spent in acquiring what might be *useful* to them, when they come to be men, rather than that their heads should be stuffed with a deal of trash, a great part whereof they usually never do ('tis certain they never need to) think on again as long as they live; and so much of it as does stick by them they are only the worse for.'" (13)

And so again, speaking of verse-making, he says, "I know not what reason a father can have to wish his son a poet, who does not desire him to *bid defiance to all other callings and business*; which is not yet the worst of the case;

for, if he proves a successful rhymers, and gets once the reputation of a wit, I desire it to be considered, what company and places he is likely to spend his time in, nay, and estate too; for it is very seldom seen that any one discovers *mines of gold or silver in Parnassus*. 'Tis a pleasant air, but a barren soil". (14)

In another passage he distinctly limits utility in education to its bearing on the future profession or trade of the pupil, that is, he scorns the idea of any education of the intellect, simply as such. "Can there be any thing more ridiculous", he asks, "than that a father should waste his own money, and his son's time, in setting him to *learn the Roman language*, when at the same time he *designs him for a trade*, wherein he, having no use of Latin, fails not to forget that little which he brought from school, and which 'tis ten to one he abhors for the ill-usage it procured him? Could it be believed, unless we have every where amongst us examples of it, that a child should be forced to learn the rudiments of a language, which *he is never to use in the course of life that he is designed to*, and neglect all the while the writing a good hand, and casting accounts, which are of great advantage in all conditions of life, and to most trades indispensably necessary?" (15) Nothing of course can be more absurd than to neglect in education those matters which are necessary for a boy's future calling; but the tone of Locke's remarks evidently implies more than this, and is condemnatory of any teaching which tends to the general cultivation of the mind.

Now to turn to his modern disciples. The study of the Classics had been made the basis of the Oxford education, in the reforms which I have spoken of, and the Edinburgh Reviewers protested, after the manner of Locke, that no good could come of a system which was not based upon the principle of Utility.



(16) "Classical Literature", they said, "is the great object at Oxford. Many minds, so employed, have produced many works and much fame in that department; but if all liberal arts and sciences, *useful to human life*, had been taught there, if *some* had dedicated themselves to *chemistry*, *some* to *mathematics*, *some* to *experimental philosophy*, and if *every* attainment had been honoured in the mixt ratio of its difficulty and *utility*, the system of such a University would have been much more valuable, but the splendour of its name something less."

Utility may be made the end of education, in two respects: either as regards the individual educated, or the community at large. In which light do these writers regard it? in the latter. So far they differ from Locke, for they consider the advancement of science as the supreme and real end of a University. This is brought into view in the sentences which follow.

"When a University has been doing *useless* things for a long time, it appears at first degrading to them to be *useful*. A set of Lectures on Political Economy would be discouraged in Oxford, probably despised, probably not permitted. To discuss the inclosure of commons, and to dwell upon imports and exports, to come so near to common life, would seem to be undignified and contemptible. In the same manner, the Parr or the Bentley of the day would be scandalized, in a University, to be put on a level with the discoverer of a neutral salt; and yet, *what other measure is there of dignity in intellectual labour but usefulness?* And what ought the term University to mean, but a place where every science is taught which is liberal, and at the same time useful to mankind? Nothing would so much tend to bring classical literature within proper bounds as *a steady and invariable appeal to utility* in our appreciation of all human knowledge....*Looking always to real utility as*

*our guide*, we should see, with equal pleasure, a studious and inquisitive mind arranging the productions of nature, investigating the qualities of bodies, or mastering the difficulties of the learned languages. We should not care whether he was chemist, naturalist, or scholar, because we know it to be as *necessary* that matter should be studied and subdued *to the use of man*, as that taste should be gratified, and imagination inflamed."

Such then is the enunciation, as far as words go, of the theory of Utility in Education; and both on its own account, and for the sake of the able men who have advocated it, it has a claim on the attention of those whose principles I am here representing. Certainly it is specious to contend that nothing is worth pursuing but what is useful; and that life is not long enough to expend upon interesting, or curious, or brilliant trifles. Nay, in one sense, I will grant it is more than specious, it is true; but, if so, how do I propose directly to meet the objection? Why, Gentlemen, I have really met it already, viz., in laying down, that intellectual culture is its own end; for what has its *end* in itself, has its *use* in itself also. I say, if a Liberal Education consists in the culture of the intellect, and if that culture be in itself a good, here, without going further, is an answer to Locke's question; for if a healthy body is a good in itself, why is not a healthy intellect? and if a College of Physicians is a useful institution, because it contemplates bodily health, why is not an Academical Body, though it were simply and solely engaged in imparting vigour and beauty and grasp to the intellectual portion of our nature? And the Reviewers I am quoting seem to allow this in their better moments, in a passage which, putting aside the question of its justice in fact, is sound and true in the principles to which it appeals:—

"The present state of classical education", they say,



“cultivates the *imagination* a great deal too much, and other *habits of mind* a great deal too little, and trains up many young men in a style of elegant imbecility, utterly unworthy of the talents with which nature has endowed them....The matter of fact is, that a classical scholar of twenty-three or twenty-four is a man principally conversant with works of imagination. His feelings are quick, his fancy lively, and his taste good. Talents for *speculation* and *original inquiry* he has none, nor has he formed the invaluable *habit of pushing things up to their first principles*, or of collecting dry and unamusing facts as the materials for reasoning. All the solid and masculine parts of his *understanding* are left wholly without *cultivation*; he hates the pain of thinking, and suspects every man whose boldness and originality call upon him to defend his opinions and prove his assertions.”

## V

Now, I am not at present concerned with the specific question of classical education; else, I might reasonably question the justice of calling an intellectual discipline, which embraces the study of Aristotle, Thucydides, and Tacitus, which involves Scholarship and Antiquities, *imaginative*; still so far I readily grant, that the cultivation of the “understanding”, of a “talent for speculation and original inquiry”, and of “the habit of pushing things up to their first principles”, is a principal portion of a *good* or *liberal* education. If then the Reviewers consider such cultivation the characteristic of a *useful* education, as they seem to do in the foregoing passage, it follows, that what they mean by “useful” is just what I mean by “good” or “liberal”: and Locke’s question becomes a verbal one. Whether youths are to be taught Latin or verse-making will depend on the *fact*, whether these studies tend to

mental culture; but, however this is determined, so far is clear, that in that mental culture consists what I have called a liberal or non-professional, and what the Reviewers call a useful education.

This is the obvious answer which may be made to those who urge upon us the claims of Utility in our plans of Education; but I am not going to leave the subject here: I mean to take a wider view of it. Let us take "useful", as Locke takes it, in its proper and popular sense, and then we enter upon a large field of thought, to which I cannot do justice in one Discourse, though today's is all the space that I can give to it. I say, let us take "useful" to mean, not what is simply good, but what *tends* to good, or is the *instrument* of good; and in this sense also, Gentlemen, I will show you how a liberal education is truly and fully a useful, though it be not a professional, education. "Good" indeed means one thing, and "useful" means another; but I lay it down as a principle, which will save us a great deal of anxiety, that, though the useful is not always good, the good is always useful. Good is not only good, but reproductive of good; this is one of its attributes; nothing is excellent, beautiful, perfect, desirable for its own sake, but it overflows, and spreads the likeness of itself all around it. Good is prolific; it is not only good to the eye, but to the taste; it not only attracts us, but it communicates itself; it excites first our admiration and love, then our desire and our gratitude, and that, in proportion to its intenseness and fulness in particular instances. A great good will impart great good. If then the intellect is so excellent a portion of us, and its cultivation so excellent, it is not only beautiful, perfect, admirable, and noble in itself, but in a true and high sense it must be useful to the possessor and to all around him; not useful in any low, mechanical, mercantile sense, but as diffusing



good, or as a blessing, or a gift, or power, or a treasure, first to the owner, then through him to the world. I say then, if a liberal education be good, it must necessarily be useful too.

## VI

You will see what I mean by the parallel of bodily health. Health is a good in itself, though nothing came of it, and is especially worth seeking and cherishing; yet, after all, the blessings which attend its presence are so great, while they are so close to it and so redound back upon it and encircle it, that we never think of it except as useful as well as good, and praise and prize it for what it does, as well as for what it is, though at the same time we cannot point out any definite and distinct work or production which it can be said to effect. And so as regards intellectual culture, I am far from denying utility in this large sense as the end of Education, when I lay it down, that the culture of the intellect is a good in itself and its own end; I do not exclude from the idea of intellectual culture what it cannot but be, from the very nature of things; I only deny that we must be able to point out, before we have any right to call it useful, some art, or business, or profession, or trade, or work, as resulting from it, and as its real and complete end. The parallel is exact:—As the body may be sacrificed to some manual or other toil, whether moderate or oppressive, so may the intellect be devoted to some specific profession; and I do not call *this* the culture of the intellect. Again, as some member or organ of the body may be inordinately used and developed, so may memory, or imagination, or the reasoning faculty; and *this* again is not intellectual culture. On the other hand, as the body may be tended, cherished, and exercised with a simple view to its general health, so may the intel-

lect also be generally exercised in order to its perfect state; and this *is* its cultivation.

Again, as health ought to precede labour of the body, and as a man in health can do what an unhealthy man cannot do, and as of this health the properties are strength, energy, agility, graceful carriage and action, manual dexterity, and endurance of fatigue, so in like manner general culture of mind is the best aid to professional and scientific study, and educated men can do what illiterate cannot; and the man who has learned to think and to reason and to compare and to discriminate and to analyze, who has refined his taste, and formed his judgment, and sharpened his mental vision, will not indeed at once be a lawyer, or a pleader, or an orator, or a statesman, or a physician, or a good landlord, or a man of business, or a soldier, or an engineer, or a chemist, or a geologist, or an antiquarian, but he will be placed in that state of intellect in which he can take up any one of the sciences or callings I have referred to, or any other for which he has a taste or special talent, with an ease, a grace, a versatility, and a success, to which another is a stranger. In this sense then, and as yet I have said but a very few words on a large subject, mental culture is emphatically *useful*.

If then I am arguing, and shall argue, against Professional or Scientific knowledge as the sufficient end of a University Education, let me not be supposed, Gentlemen, to be disrespectful towards particular studies, or arts, or vocations, and those who are engaged in them. In saying that Law or Medicine is not the end of a University course, I do not mean to imply that the University does not teach Law or Medicine. What indeed can it teach at all, if it does not teach something particular? It teaches *all* knowledge by teaching all *branches* of knowledge, and in no other way. I do but say that there will be this distinction



as regards a Professor of Law, or of Medicine, or of Geology, or of Political Economy, in a University and out of it, that out of a University he is in danger of being absorbed and narrowed by his pursuit, and of giving Lectures which are the Lectures of nothing more than a lawyer, physician, geologist, or political economist; whereas in a University he will just know where he and his science stand, he has come to it, as it were, from a height, he has taken a survey of all knowledge, he is kept from extravagance by the very rivalry of other studies, he has gained from them a special illumination and largeness of mind and freedom and self-possession, and he treats his own in consequence with a philosophy and a resource, which belongs not to the study itself, but to his liberal education.

This then is how I should solve the fallacy, for so I must call it, by which Locke and his disciples would frighten us from cultivating the intellect, under the notion that no education is useful which does not teach us some temporal calling, or some mechanical art, or some physical secret. I say that a cultivated intellect, because it is a good in itself, brings with it a power and a grace to every work and occupation which it undertakes, and enables us to be more useful, and to a greater number. There is a duty we owe to human society as such, to the state to which we belong, to the sphere in which we move, to the individuals towards whom we are variously related, and whom we successively encounter in life; and that philosophical or liberal education, as I have called it, which is the proper function of a University, if it refuses the foremost place to professional interests, does but postpone them to the formation of the citizen, and, while it subserves the larger interests of philanthropy, prepares also for the successful prosecution of those merely personal objects, which at first sight it seems to disparage.

## VII

And now, Gentlemen, I wish to be allowed to enforce in detail what I have been saying, by some extracts from the writings to which I have already alluded, and to which I am so greatly indebted.

(17) "It is an undisputed maxim in Political Economy", says Dr Copleston, "that the separation of professions and the division of labour tend to the perfection of every art, to the wealth of nations, to the general comfort and well-being of the community. This principle of division is in some instances pursued so far as to excite the wonder of people to whose notice it is for the first time pointed out. There is no saying to what extent it may not be carried; and the more the powers of each individual are concentrated in one employment, the greater skill and quickness will he naturally display in performing it. But, while he thus contributes more effectually to the accumulation of national wealth, he becomes himself more and more degraded as a rational being. In proportion as his sphere of action is narrowed his mental powers and habits become contracted; and he resembles a subordinate part of some powerful machinery, useful in its place, but insignificant and worthless out of it. If it be necessary, as it is beyond all question necessary, that society should be split into divisions and subdivisions, in order that its several duties may be well performed, yet we must be careful not to yield up ourselves wholly and exclusively to the guidance of this system; we must observe what its evils are, and we should modify and restrain it, by bringing into action other principles, which may serve as a check and counterpoise to the main force.

"There can be no doubt that every art is improved by confining the professor of it to that single study. But,



*although the art itself is advanced by this concentration of mind in its service, the individual who is confined to it goes back. The advantage of the community is nearly in an inverse ratio with his own.*

“Society itself requires some other contribution from each individual, besides the particular duties of his profession. And, if no such liberal intercourse be established, it is the common failing of human nature, to be engrossed with petty views and interests, to underrate the importance of all in which we are not concerned, and to carry our partial notions into cases where they are inapplicable, to act, in short, as so many unconnected units, displacing and repelling one another.

“In the cultivation of literature is found that common link, which, among the higher and middling departments of life, unites the jarring sects and subdivisions into one interest, which supplies common topics, and kindles common feelings, unmixed with those narrow prejudices with which all professions are more or less infected. The knowledge, too, which is thus acquired, expands and enlarges the mind, excites its faculties, and calls those limbs and muscles into freer exercise which, by too constant use in one direction, not only acquire an illiberal air, but are apt also to lose somewhat of their native play and energy. And thus, without directly qualifying a man for any of the employments of life, it enriches and ennobles all. Without teaching him the peculiar business of any one office or calling, it enables him to act his part in each of them with better grace and more elevated carriage; and, if happily planned and conducted, is a main ingredient in that complete and generous education which fits a man ‘to perform justly, skilfully, and magnanimously, all the offices, both private and public, of peace and war’.”<sup>1</sup>

<sup>1</sup> Vid. Milton, *Of Education*.

## VIII

The view of Liberal Education, advocated in these extracts, is expanded by Mr Davison in the Essay to which I have already referred. (18) He lays more stress on the "usefulness" of Liberal Education in the larger sense of the word than his predecessor in the controversy. Instead of arguing that the Utility of knowledge to the individual varies inversely with its Utility to the public, he chiefly employs himself on the suggestions contained in Dr Copleston's last sentences. He shows, first, that a Liberal Education is something far higher, even in the scale of Utility, than what is commonly called a Useful Education, and next, that it is necessary or useful for the purposes even of that Professional Education which commonly engrosses the title of Useful. The former of these two theses he recommends to us in an argument from which the following passages are selected:—

"It is to take a very contracted view of life", he says, "to think with great anxiety how persons may be educated to superior skill in their department, comparatively neglecting or excluding the more liberal and enlarged cultivation. In his [Mr Edgeworth's] system, the value of every attainment is to be measured by its subserviency to a calling. The specific duties of that calling are exalted at the cost of those free and independent tastes and virtues which come in to sustain the common relations of society, and raise the individual in them. In short, a man is to be usurped by his profession. He is to be clothed in its garb from head to foot. His virtues, his science, and his ideas are all to be put into a gown or uniform, and the whole man to be shaped, pressed, and stiffened, in the exact mould of his technical character. Any interloping accomplishments, or a faculty which cannot be taken into public pay,



if they are to be indulged in him at all, must creep along under the cloak of his more serviceable privileged merits. Such is the state of perfection to which the spirit and general tendency of this system would lead us.

“But the professional character is not the only one which a person engaged in a profession has to support. He is not always upon duty. There are services he owes, which are neither parochial, nor forensic, nor military, nor to be described by any such epithet of civil regulation, and yet are in no wise inferior to those that bear these authoritative titles; inferior neither in their intrinsic value, nor their moral import, nor their impression upon society. As a friend, as a companion, as a citizen at large; in the connections of domestic life; in the improvement and embellishment of his leisure, he has a sphere of action, revolving, if you please, within the sphere of his profession, but not clashing with it; in which if he can show none of the advantages of an improved understanding, whatever may be his skill or proficiency in the other, he is no more than an ill-educated man.

“There is a certain faculty in which all nations of any refinement are great practitioners. It is not taught at school or college as a distinct science; though it deserves that what is taught there should be made to have some reference to it; nor is it endowed at all by the public; everybody being obliged to exercise it for himself in person, which he does to the best of his skill. But in nothing is there a greater difference than in the manner of doing it. The advocates of professional learning will smile when we tell them that this same faculty which we would have encouraged, is simply that of speaking good sense in English, without fee or reward, in common conversation. They will smile when we lay some stress upon it; but in reality it is no such trifle as they imagine. Look into the

huts of savages, and see, for there is nothing to listen to, the dismal blank of their stupid hours of silence ; their professional avocations of war and hunting are over ; and, having nothing to do, they have nothing to say. Turn to improved life, and you find conversation in all its forms the medium of something more than an idle pleasure ; indeed, a very active agent in circulating and forming the opinions, tastes, and feelings of a whole people. It makes of itself a considerable affair. Its topics are the most promiscuous—all those which do not belong to any particular province. As for its power and influence, we may fairly say that it is of just the same consequence to a man's immediate society, how he talks, as how he acts. Now of all those who furnish their share to rational conversation, a mere adept in his own art is universally admitted to be the worst. The sterility and uninstructionness of such a person's social hours are quite proverbial. Or if he escape being dull, it is only by launching into ill-timed, learned loquacity. We do not desire of him lectures or speeches ; and he has nothing else to give. Among benches he may be powerful ; but seated on a chair he is quite another person. On the other hand, we may affirm, that one of the best companions is a man who, to the accuracy and research of a profession, has joined a free excursive acquaintance with various learning, and caught from it the spirit of general observation."

## IX

Having thus shown that a liberal education is a real benefit to the subjects of it, as members of society, in the various duties and circumstances and accidents of life, he goes on, in the next place, to show that, over and above those direct services which might fairly be expected of it, it actually subserves the discharge of those particular func-



tions, and the pursuit of those particular advantages, which are connected with professional exertion, and to which Professional Education is directed.

“We admit”, he observes, “that when a person makes a business of one pursuit, he is in the right way to eminence in it; and that divided attention will rarely give excellence in many. But our assent will go no further. For, to think that the way to prepare a person for excelling in any one pursuit (and that is the only point in hand), is to fetter his early studies, and cramp the first development of his mind, by a reference to the exigencies of that pursuit barely, is a very different notion, and one which, we apprehend, deserves to be exploded rather than received. Possibly a few of the abstract, insulated kinds of learning might be approached in that way. The exceptions to be made are very few, and need not be recited. But for the acquisition of professional and practical ability such maxims are death to it. The main ingredients of that ability are requisite knowledge and cultivated faculties; but, of the two, the latter is by far the chief. A man of well improved faculties has the command of another’s knowledge. A man without them, has not the command of his own.

“Of the intellectual powers, the judgment is that which takes the foremost lead in life. How to form it to the two habits it ought to possess, of exactness and vigour, is the problem. It would be ignorant presumption so much as to hint at any routine of method by which these qualities may with certainty be imparted to every or any understanding. Still, however, we may safely lay it down that they are not to be got ‘by a gatherer of simples’, but are the combined essence and extracts of many different things, drawn from much varied reading and discipline, first, and observation afterwards. For if there be a single intelligible point on this head, it is that a man who has been trained

to think upon one subject or for one subject only, will never be a good judge even in that one: whereas the enlargement of his circle gives him increased knowledge and power in a rapidly increasing ratio. So much do ideas act, not as solitary units, but by grouping and combination; and so clearly do all the things that fall within the proper province of the same faculty of the mind, intertwine with and support each other. Judgment lives as it were by comparison and discrimination. Can it be doubted, then, whether the range and extent of that assemblage of things upon which it is practised in its first essays are of use to its power?

“To open our way a little further on this matter, we will define what we mean by the power of judgment; and then try to ascertain among what kind of studies the improvement of it may be expected at all.

“Judgment does not stand here for a certain homely, useful quality of intellect, that guards a person from committing mistakes to the injury of his fortunes or common reputation; but for that master-principle of business, literature, and talent, which gives him strength in any subject he chooses to grapple with, and enables him to *seize the strong point* in it. Whether this definition be metaphysically correct or not, it comes home to the substance of our inquiry. It describes the power that every one desires to possess when he comes to act in a profession, or elsewhere; and corresponds with our best idea of a cultivated mind.

“Next, it will not be denied, that in order to do any good to the judgment, the mind must be employed upon such subjects as come within the cognizance of that faculty, and give some real exercise to its perceptions. Here we have a rule of selection by which the different parts of learning may be classed for our purpose. Those which



belong to the province of the judgment are religion (in its evidences and interpretation), ethics, history, eloquence, poetry, theories of general speculation, the fine arts, and works of wit. Great as the variety of these large divisions of learning may appear, they are all held in union by two capital principles of connexion. First, they are all quarried out of one and the same great subject of man's moral, social, and feeling nature. And secondly, they are all under the control (more or less strict) of the same power of moral reason."

"If these studies", he continues, "be such as give a direct play and exercise to the faculty of the judgment, then they are the true basis of education for the active and inventive powers, whether destined for a profession or any other use. Miscellaneous as the assemblage may appear, of history, eloquence, poetry, ethics, etc., blended together, they will all conspire in a union of effect. They are necessary mutually to explain and interpret each other. The knowledge derived from them all will amalgamate, and the habits of a mind versed and practised in them by turns will join to produce a richer vein of thought and of more general and practical application than could be obtained of any single one, as the fusion of the metals into Corinthian brass gave the artist his most ductile and perfect material. Might we venture to imitate an author (whom indeed it is much safer to take as an authority than to attempt to copy), Lord Bacon, in some of his concise illustrations of the comparative utility of the different studies, we should say that history would give fulness, moral philosophy strength, and poetry elevation to the understanding. Such in reality is the natural force and tendency of the studies; but there are few minds susceptible enough to derive from them any sort of virtue adequate to those high expressions. We must be contented

therefore to lower our panegyric to this, that a person cannot avoid receiving some infusion and tincture, at least, of those several qualities, from that course of diversified reading. One thing is unquestionable, that the elements of general reason are not to be found fully and truly expressed in any one kind of study; and that he who would wish to know her idiom, must read it in many books.

“If different studies are useful for aiding, they are still more useful for correcting each other; for as they have their particular merits severally, so they have their defects, and the most extensive acquaintance with one can produce only an intellect either too flashy or too jejune, or infected with some other fault of confined reading. History, for example, shows things as they are, that is, the morals and interests of men disfigured and perverted by all their imperfections of passion, folly, and ambition; philosophy strips the picture too much; poetry adorns it too much; the concentrated lights of the three correct the false peculiar colouring of each, and show us the truth. The right mode of thinking upon it is to be had from them all together, as every one must know who has seen their united contributions of thought and feeling expressed in the masculine sentiment of our immortal statesman, Mr Burke, whose eloquence is inferior only to his more admirable wisdom. If any mind improved like his, is to be our instructor, we must go to the fountain head of things as he did, and study not his works but his method; by the one we may become feeble imitators, by the other arrive at some ability of our own. But, as all biography assures us, he, and every other able thinker, has been formed, not by a parsimonious admeasurement of studies to some definite future object (which is Mr Edgeworth’s maxim), but by taking a wide and liberal compass, and thinking a great deal on many subjects with no better end in view than because the



exercise was one which made them more rational and intelligent beings."

## X

But I must bring these extracts to an end. To-day I have confined myself to saying that that training of the intellect, which is best for the individual himself, best enables him to discharge his duties to society. The Philosopher, indeed, and the man of the world differ in their very notion, but the methods, by which they are respectively formed, are pretty much the same. The Philosopher has the same command of matters of thought, which the true citizen and gentleman has of matters of business and conduct. If then a practical end must be assigned to a University course, I say it is that of training good members of society. Its art is the art of social life, and its end is fitness for the world. It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. Works indeed of genius fall under no art; heroic minds come under no rule; a University is not a birthplace of poets or of immortal authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of Aristotles or Newtons, of Napoleons or Washingtons, of Raphaels or Shakespeares, though such miracles of nature it has before now contained within its precincts. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope. But a University training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age,

at facilitating the exercise of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonably, when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has the repose of a mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has a gift which serves him in public, and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm. The art which tends to make a man all this, is in the object which it pursues as useful as the art of wealth or the art of health, though it is less susceptible of method, and less tangible, less certain, less complete in its result.



## Discourse VIII

### KNOWLEDGE VIEWED IN RELATION TO RELIGION

#### I

We shall be brought, Gentlemen, to-day, to the termination of the investigation which I commenced three Discourses back, and which, I was well aware, from its length, if for no other reason, would make demands upon the patience even of indulgent hearers.

First, I employed myself in establishing the principle that Knowledge is its own reward; and I showed that, when considered in this light, it is called Liberal Knowledge, and is the scope of Academical Institutions.

Next, I examined what is meant by Knowledge, when it is said to be pursued for its own sake; and I showed that, in order satisfactorily to fulfil this idea, Philosophy must be its *form*; or, in other words, that its matter must not be admitted into the mind passively, as so much acquirement, but must be mastered and appropriated as a system consisting of parts, related one to the other, and interpretative of one another in the unity of a whole.

Further, I showed that such a philosophical contemplation of the field of Knowledge as a whole, leading, as it did, to an understanding of its separate departments, and an appreciation of them respectively, might in consequence be rightly called an illumination; also, it was rightly called an enlargement of mind, because it was a distinct location of things one with another, as if in space; while it was moreover its proper cultivation and its best condition, both because it secured to the intellect the sight of things as they are, or of truth, in opposition to

fancy, opinion, and theory; and again, because it presupposed and involved the perfection of its various powers.

Such, I said, was that Knowledge, which deserves to be sought for its own sake, even though it promised no ulterior advantage. But, when I had got as far as this, I went farther, and observed that, from the nature of the case, what was so good in itself could not but have a number of external uses, though it did not promise them, simply because it *was* good; and that it was necessarily the source of benefits to society, great and diversified in proportion to its own intrinsic excellence. Just as in morals, honesty is the best policy, as being profitable in a secular aspect, though such profit is not the measure of its worth, so too as regards what may be called the virtues of the Intellect, their very possession indeed is a substantial good, and is enough, yet still that substance has a shadow, inseparable from it, viz., its social and political usefulness. And this was the subject to which I devoted the preceding Discourse.

One portion of the subject remains:—this intellectual culture, which is so exalted in itself, not only has a bearing upon social and active duties, but upon Religion also. The educated mind may be said to be in a certain sense religious; that is, it has what may be considered a religion of its own, independent of Catholicism, partly co-operating with it, partly thwarting it; at once a defence yet a disturbance to the Church in Catholic countries,—and in countries beyond her pale, at one time in open warfare with her, at another in defensive alliance. The history of Schools and Academies, and of Literature and Science generally, will, I think, justify me in thus speaking. Since, then, my aim in these Discourses is to ascertain the function and the action of a University, viewed in itself, and its relations to the various instruments of teaching and training



which are round about it, my survey of it would not be complete unless I attempted, as I now propose to do, to exhibit its general bearings upon Religion.

## II

Right Reason, that is, Reason rightly exercised, leads the mind to the Catholic Faith, and plants it there, and teaches it in all its religious speculations to act under its guidance. But Reason, considered as a real agent in the world, and as an operative principle in man's nature, with an historical course and with definite results, is far from taking so straight and satisfactory a direction. It considers itself from first to last independent and supreme; it requires no external authority; it makes a religion for itself. Even though it accepts Catholicism, it does not go to sleep; it has an action and development of its own, as the passions have, or the moral sentiments, or the principle of self-interest. Divine grace, to use the language of Theology, does not by its presence supersede nature; nor is nature at once brought into simple concurrence and coalition with grace. Nature pursues its course, now coincident with that of grace, now parallel to it, now across, now divergent, now counter, in proportion to its own imperfection and to the attraction and influence which grace exerts over it. And what takes place as regards other principles of our nature and their developments is found also as regards the Reason. There is, we know, a Religion of enthusiasm, of superstitious ignorance of statecraft; and each has that in it which resembles Catholicism, and that again which contradicts Catholicism. There is the Religion of a warlike people, and of a pastoral people; there is a Religion of rude times, and in like manner there is a Religion of civilized times, of the cultivated intellect, of the philosopher, scholar, and gentleman. This is that Religion of Reason, of which

I speak. Viewed in itself, however near it comes to Catholicism, it is of course simply distinct from it; for Catholicism is one whole, and admits of no compromise or modification. Yet this is to view it in the abstract; in matter of fact, and in reference to individuals, we can have no difficulty in conceiving this philosophical Religion present in a Catholic country, as a spirit influencing men to a certain extent, for good or for bad or for both,—a spirit of the age, which again may be found, as among Catholics, so with still greater sway and success in a country not Catholic, yet specifically the same in such a country as it exists in a Catholic community. The problem then before us to-day, is to set down some portions of the outline, if we can ascertain them, of the Religion of Civilization, and to determine how they lie relatively to those principles, doctrines, and rules, which Heaven has given us in the Catholic Church.....

IV

(19) Knowledge, the discipline by which it is gained, and the tastes which it forms, have a natural tendency to refine the mind, and to give it an indisposition, simply natural, yet real, nay, more than this, a disgust and abhorrence, towards excesses and enormities of evil, which are often or ordinarily reached at length by those who are not careful from the first to set themselves against what is vicious and criminal. It generates within the mind a fastidiousness, analogous to the delicacy or daintiness which good nurture or a sickly habit induces in respect of food; and this fastidiousness, though arguing no high principle, though no protection in the case of violent temptation, nor sure in its operation, yet will often or generally be lively enough to create an absolute loathing of certain offences, or a detestation and scorn of them as ungentlemanlike, to which



runder natures, nay, such as have far more of real religion in them, are tempted, or even betrayed. Scarcely can we exaggerate the value, in its place, of a safeguard such as this, as regards those multitudes who are thrown upon the open field of the world, or are withdrawn from its eye and from the restraint of public opinion. In many cases, where it exists, sins, familiar to those who are otherwise circumstanced, will not even occur to the mind: in others, the sense of shame and the quickened apprehension of detection will act as a sufficient obstacle to them, when they do present themselves before it. Then, again, the fastidiousness I am speaking of will create a simple hatred of that miserable tone of conversation which, obtaining as it does in the world, is a constant fuel of evil, heaped up round about the soul: moreover, it will create an irresolution and indecision in doing wrong, which will act as a *remora* till the danger is past away. And though it has no tendency, I repeat, to mend the heart, or to secure it from the dominion in other shapes of those very evils which it repels in the particular modes of approach by which they prevail over others, yet cases may occur when it gives birth, after sins have been committed, to so keen a remorse and so intense a self-hatred, as are even sufficient to cure the particular moral disorder, and to prevent its accesses ever afterwards;—as the spendthrift in the story, who, after gazing on his lost acres from the summit of an eminence, came down a miser, and remained a miser to the end of his days.

And all this holds good in a special way, in an age such as ours, when, although pain of body and mind may be rife as heretofore, yet other counteractions of evil, of a penal character, which are present at other times, are away. In rude and semi-barbarous periods, at least in a climate such as our own, it is the daily, nay, the principal business of the senses, to convey feelings of discomfort to the mind,

as far as they convey feelings at all. Exposure to the elements, social disorder and lawlessness, the tyranny of the powerful, and the inroads of enemies, are a stern discipline, allowing brief intervals, or awarding a sharp penance, to sloth and sensuality. The rude food, the scanty clothing, the violent exercise, the vagrant life, the military constraint, the imperfect pharmacy, which now are the trials of only particular classes of the community, were once the lot more or less of all. In the deep woods or the wild solitudes of the medieval era, feelings of religion or superstition were naturally present to the population, which in various ways co-operated with the missionary or pastor, in retaining it in a noble simplicity of manners. But, when in the advancement of society men congregate in towns, and multiply in contracted spaces, and law gives them security, and art gives them comforts, and good government robs them of courage and manliness, and monotony of life throws them back upon themselves, who does not see that diversion or protection from evil they have none, that vice is the mere reaction of unhealthy toil, and sensual excess the holyday of resourceless ignorance? This is so well understood by the practical benevolence of the day, that it has especially busied itself in plans for supplying the masses of our town population with intellectual and honourable recreations. Cheap literature, libraries of useful and entertaining knowledge, scientific lectureships, museums, zoological collections, buildings and gardens to please the eye and to give repose to the feelings, external objects of whatever kind, which may take the mind off itself, and expand and elevate it in liberal contemplations, these are the human means, wisely suggested, and good as far as they go, for at least parrying the assaults of moral evil, and keeping at bay the enemies, not only of the individual soul, but of society at large.



Such are the instruments by which an age of advanced civilization combats those moral disorders, which Reason as well as Revelation denounces; and I have not been backward to express my sense of their serviceableness to Religion. Moreover, they are but the foremost of a series of influences which intellectual culture exerts upon our moral nature, and all, upon the type of Christianity, manifesting themselves in veracity, probity, equity, fairness, gentleness, benevolence, and amiableness; so much so, that a character more noble to look at, more beautiful, more winning, in the various relations of life and in personal duties, is hardly conceivable, than may, or might be, its result, when that culture is bestowed upon a soil naturally adapted to virtue. If you would obtain a picture for contemplation which may seem to fulfil the ideal, which the Apostle has delineated under the name of charity, in its sweetness and harmony, its generosity, its courtesy to others, and its depreciation of self, you could not have recourse to a better furnished *studio* than to that of Philosophy, with the specimens of it, which with greater or less exactness are scattered through society in a civilized age. It is enough to refer you, Gentlemen, to the various Biographies and Remains of contemporaries and others, which from time to time issue from the press, to see how striking is the action of our intellectual upon our moral nature, where the moral material is rich, and the intellectual cast is perfect. Individuals will occur to all of us, who deservedly attract our love and admiration, and whom the world almost worships as the work of its own hands. Religious principle, indeed,—that is, faith,—is, to all appearance, simply away; the work is as certainly not supernatural as it is certainly noble and beautiful. This must be insisted on, that the Intellect may have its due; but it also must be insisted on for the sake of conclusions to which I wish to conduct our investigation.

The radical difference indeed of this mental refinement from genuine religion, in spite of its seeming relationship, is the very cardinal point on which my present discussion turns; yet, on the other hand, such refinement may readily be assigned to a Christian origin by hasty or distant observers, or by those who view it in a particular light. And as this is the case, I think it advisable, before proceeding with the delineation of its characteristic features, to point out to you distinctly the elementary principles on which its morality is based.

## v

You will bear in mind then, Gentlemen, that I spoke just now of the scorn and hatred which a cultivated mind feels for some kinds of vice, and the utter disgust and profound humiliation which may come over it, if it should happen in any degree to be betrayed into them. Now this feeling may have its root in faith and love, but it may not; there is nothing really religious in it, considered by itself. Conscience indeed is implanted in the breast by nature, but it inflicts upon us fear as well as shame; when the mind is simply angry with itself and nothing more, surely the true import of the voice of nature and the depth of its intimations have been forgotten, and a false philosophy has misinterpreted emotions which ought to lead to God. Fear implies the transgression of a law, and a law implies a lawgiver and judge; but the tendency of intellectual culture is to swallow up the fear in the self-reproach, and self-reproach is directed and limited to our mere sense of what is fitting and becoming. Fear carries us out of ourselves, whereas shame may act upon us only within the round of our own thoughts. Such, I say, is the danger which awaits a civilized age; such is its besetting sin (not inevitable, God forbid! or we must abandon the use of God's own gifts),



but still the ordinary sin of the Intellect; conscience tends to become what is called a moral sense; the command of duty is a sort of taste; sin is not an offence against God, but against human nature.

The less amiable specimens of this spurious religion are those which we meet not unfrequently in my own country. I can use with all my heart the poet's words,

England, with all thy faults, I love thee still ;

but to those faults no Catholic can be blind. We find there men possessed of many virtues, but proud, bashful, fastidious, and reserved. Why is this? it is because they think and act as if there were really nothing objective in their religion; it is because conscience to them is not the word of a lawgiver, as it ought to be, but the dictate of their own minds and nothing more; it is because they do not look out of themselves, because they do not look through and beyond their own minds to their Maker, but are engrossed in notions of what is due to themselves, to their own dignity and their own consistency. Their conscience has become a mere self-respect. Instead of doing one thing and then another, as each is called for, in faith and obedience, careless of what may be called the *keeping* of deed with deed, and leaving Him who gives the command to blend the portions of their conduct into a whole, their one object, however unconscious to themselves, is to paint a smooth and perfect surface, and to be able to say to themselves that they have done their duty. When they do wrong, they feel, not contrition, of which God is the object, but remorse, and a sense of degradation. They call themselves fools, not sinners; they are angry and impatient, not humble. They shut themselves up in themselves; it is misery to them to think or to speak of their own feelings; it is misery to suppose that others see them, and their

shyness and sensitiveness often become morbid. As to confession, which is so natural to the Catholic, to them it is impossible; unless indeed, in cases where they have been guilty, an apology is due to their own character, is expected of them, and will be satisfactory to look back upon. They are victims of an intense self-contemplation.

There are, however, far more pleasing and interesting forms of this moral malady than that which I have been depicting: I have spoken of the effect of intellectual culture on proud natures; but it will show to greater advantage, yet with as little approximation to religious faith, in amiable and unaffected minds. Observe, Gentlemen, the heresy, as it may be called, of which I speak, is the substitution of a moral sense or taste for conscience in the true meaning of the word; now this error may be the foundation of a character of far more elasticity and grace than ever adorned the persons whom I have been describing. It is especially congenial to men of an imaginative and poetical cast of mind, who will readily accept the notion that virtue is nothing more than the graceful in conduct. Such persons, far from tolerating fear, as a principle, in their apprehension of religious and moral truth, will not be slow to call it simply gloom and superstition. Rather a philosopher's, a gentleman's religion, is of a liberal and generous character; it is based upon honour; vice is evil, because it is unworthy, despicable, and odious. This was the quarrel of the ancient heathen with Christianity, that, instead of simply fixing the mind on the fair and the pleasant, it intermingled other ideas with them of a sad and painful nature; that it spoke of tears before joy, a cross before a crown; that it laid the foundation of heroism in penance; that it made the soul tremble with the news of Purgatory and Hell; that it insisted on views and a worship of the Deity, which to their minds was nothing else than mean, servile, and



cowardly. The notion of an All-perfect, Ever-present God, in whose sight we are less than atoms, and who, while He deigns to visit us, can punish as well as bless, was abhorrent to them; they made their own minds their sanctuary, their own ideas their oracle, and conscience in morals was but parallel to genius in art, and wisdom in philosophy.....

## VIII

St Paul, as I have said, gives us a pattern of evangelical perfection; he draws the Christian character in its most graceful form, and its most beautiful hues. He discourses of that charity which is patient and meek, humble and single-minded, disinterested, contented, and persevering. He tells us to prefer each the other before himself, to give way to each other, to abstain from rude words and evil speech, to avoid self-conceit, to be calm and grave, to be cheerful and happy, to observe peace with all men, truth and justice, courtesy and gentleness, all that is modest, amiable, virtuous, and of good repute. Such is St Paul's exemplar of the Christian in his external relations; and, I repeat, the school of the world seems to send out living copies of this typical excellence with greater success than the Church. At this day the "gentleman" is the creation, not of Christianity, but of civilization. But the reason is obvious. The world is content with setting right the surface of things; the Church aims at regenerating the very depths of the heart. She ever begins with the beginning; and, as regards the multitude of her children, is never able to get beyond the beginning, but is continually employed in laying the foundation. She is engaged with what is essential, as previous and as introductory to the ornamental and the attractive. She is curing men and keeping them clear of mortal sin; she is "treating of justice and chastity, and the judgment to come": she is insisting on faith and hope,

and devotion, and honesty, and the elements of charity; and has so much to do with precept, that she almost leaves it to inspirations from Heaven to suggest what is of counsel and perfection. She aims at what is necessary rather than at what is desirable. She is for the many as well as for the few. She is putting souls in the way of salvation, that they may then be in a condition, if they shall be called upon, to aspire to the heroic, and to attain the full proportions, as well as the rudiments, of the beautiful.

## IX

Such is the method, or the policy (so to call it), of the Church; but Philosophy looks at the matter from a very different point of view: what have Philosophers to do with the terror of judgment or the saving of the soul? Lord Shaftesbury calls the former a sort of "panic fear".<sup>(20)</sup> Of the latter he scoffingly complains that "the saving of souls is now the heroic passion of exalted spirits". Of course he is at liberty, on his principles, to pick and choose out of Christianity what he will; he discards the theological, the mysterious, the spiritual; he makes selection of the morally or esthetically beautiful. To him it matters not at all that he begins his teaching where he should end it; it matters not that, instead of planting the tree, he merely crops its flowers for his banquet; he only aims at the present life, his philosophy dies with him; if his flowers do but last to the end of his revel, he has nothing more to seek. When night comes, the withered leaves may be mingled with his own ashes; he and they will have done their work, he and they will be no more. Certainly, it costs little to make men virtuous on conditions such as these; it is like teaching them a language or an accomplishment, to write Latin or to play on an instrument,—the profession of an artist, not the commission of an Apostle.



This embellishment of the exterior is almost the beginning and the end of philosophical morality. This is why it aims at being modest rather than humble; this is how it can be proud at the very time that it is unassuming. To humility indeed it does not even aspire; humility is one of the most difficult of virtues both to attain and to ascertain. It lies close upon the heart itself, and its tests are exceedingly delicate and subtle. Its counterfeits abound; however, we are little concerned with them here, for, I repeat, it is hardly professed even by name in the code of ethics which we are reviewing. As has been often observed, ancient civilization had not the idea, and had no word to express it: or rather, it had the idea, and considered it a defect of mind, not a virtue, so that the word which denoted it conveyed a reproach. As to the modern world, you may gather its ignorance of it by its perversion of the somewhat parallel term "condescension". Humility or condescension, viewed as a virtue of conduct, may be said to consist, as in other things, so in our placing ourselves in our thoughts on a level with our inferiors; it is not only a voluntary relinquishment of the privileges of our own station, but an actual participation or assumption of the condition of those to whom we stoop. This is true humility, to feel and to behave as if we were low; not, to cherish a notion of our importance, while we affect a low position. Such was St Paul's humility, when he called himself "the least of the saints"; such the humility of those many holy men who have considered themselves the greatest of sinners. It is an abdication, as far as their own thoughts are concerned, of those prerogatives or privileges to which others deem them entitled. Now it is not a little instructive to contrast with this idea, Gentlemen,—with this theological meaning of the word "condescension",—its proper English sense; put them in juxta-position, and you will at once

see the difference between the world's humility and the humility of the Gospel. As the world uses the word, "condescension" is a stooping indeed of the person, but a bending forward, unattended with any the slightest effort to leave by a single inch the seat in which it is so firmly established. It is the act of a superior, who protests to himself, while he commits it, that he is superior still, and that he is doing nothing else but an act of grace towards those on whose level, in theory, he is placing himself. And this is the nearest idea which the philosopher can form of the virtue of self-abasement; to do more than this is to his mind a meanness or an hypocrisy, and at once excites his suspicion and disgust. What the world is, such it has ever been; we know the contempt which the educated pagans had for the martyrs and confessors of the Church; and it is shared by the anti-Catholic bodies of this day.

Such are the ethics of Philosophy, when faithfully represented; but an age like this, not pagan, but professedly Christian, cannot venture to reprobate humility in set terms, or to make a boast of pride. Accordingly, it looks out for some expedient by which it may blind itself to the real state of the case. Humility, with its grave and self-denying attributes, it cannot love; but what is more beautiful, what more winning, than modesty? what virtue, at first sight, simulates humility so well? though what in fact is more radically distinct from it? In truth, great as is its charm, modesty is not the deepest or the most religious of virtues. Rather it is the advanced guard or sentinel of the soul militant, and watches continually over its nascent intercourse with the world about it. It goes the round of the senses; it mounts up into the countenance; it protects the eye and ear; it reigns in the voice and gesture. Its province is the outward deportment, as other virtues have relation to matters theological, others to society, and others to the



mind itself. And being more superficial than other virtues, it is more easily disjoined from their company; it admits of being associated with principles or qualities naturally foreign to it, and is often made the cloak of feelings or ends for which it was never given to us. So little is it the necessary index of humility, that it is even compatible with pride. The better for the purpose of Philosophy; humble it cannot be, so forthwith modesty becomes its humility.

Pride, under such training, instead of running to waste in the education of the mind, is turned to account; it gets a new name; it is called self-respect; and ceases to be the disagreeable, uncompanionable quality which it is in itself. Though it be the motive principle of the soul, it seldom comes to view; and when it shows itself, then delicacy and gentleness are its attire, and good sense and sense of honour direct its motions. It is no longer a restless agent, without definite aim; it has a large field of exertion assigned to it, and it subserves those social interests which it would naturally trouble. It is directed into the channel of industry, frugality, honesty, and obedience; and it becomes the very staple of the religion and morality held in honour in a day like our own. It becomes the safeguard of chastity, the guarantee of veracity, in high and low; it is the very household god of society, as at present constituted, inspiring neatness and decency in the servant girl, propriety of carriage and refined manners in her mistress, uprightness, manliness, and generosity in the head of the family. It diffuses a light over town and country; it covers the soil with handsome edifices and smiling gardens; it tills the field, it stocks and embellishes the shop. It is the stimulating principle of providence on the one hand, and of free expenditure on the other; of an honourable ambition, and of elegant enjoyment. It breathes upon the face of the community, and the hollow sepulchre is forthwith beautiful to look upon.

Refined by the civilization which has brought it into activity, this self-respect infuses into the mind an intense horror of exposure, and a keen sensitiveness of notoriety and ridicule. It becomes the enemy of extravagances of any kind; it shrinks from what are called scenes; it has no mercy on the mock-heroic, on pretence or egotism, on verbosity in language, or what is called prosiness in conversation. It detests gross adulation; not that it tends at all to the eradication of the appetite to which the flatterer ministers, but it sees the absurdity of indulging it, it understands the annoyance thereby given to others, and if a tribute must be paid to the wealthy or the powerful, it demands greater subtlety and art in the preparation. Thus vanity is changed into a more dangerous self-conceit, as being checked in its natural eruption. It teaches men to suppress their feelings, and to control their tempers, and to mitigate both the severity and the tone of their judgments. As Lord Shaftesbury would desire, it prefers playful wit and satire in putting down what is objectionable, as a more refined and good-natured, as well as a more effectual method, than the expedient which is natural to uneducated minds. It is from this impatience of the tragic and the bombastic that it is now quietly but energetically opposing itself to the unchristian practice of duelling, which it brands as simply out of taste, and as the remnant of a barbarous age; and certainly it seems likely to effect what Religion has aimed at abolishing in vain.

x

Hence it is that it is almost a definition of a gentleman to say he is one who never inflicts pain. This description is both refined and, as far as it goes, accurate. He is mainly occupied in merely removing the obstacles which hinder the free and unembarrassed action of those about him; and



he concurs with their movements rather than takes the initiative himself. His benefits may be considered as parallel to what are called comforts or conveniences in arrangements of a personal nature: like an easy chair or a good fire, which do their part in dispelling cold and fatigue, though nature provides both means of rest and animal heat without them. The true gentleman in like manner carefully avoids whatever may cause a jar or a jolt in the minds of those with whom he is cast;—all clashing of opinion, or collision of feeling, all restraint, or suspicion, or gloom, or resentment; his great concern being to make every one at their ease and at home. He has his eyes on all his company; he is tender towards the bashful, gentle towards the distant, and merciful towards the absurd; he can recollect to whom he is speaking; he guards against unseasonable allusions, or topics which may irritate; he is seldom prominent in conversation, and never wearisome. He makes light of favours while he does them, and seems to be receiving when he is conferring. He never speaks of himself except when compelled, never defends himself by a mere retort, he has no ears for slander or gossip, is scrupulous in imputing motives to those who interfere with him, and interprets every thing for the best. He is never mean or little in his disputes, never takes unfair advantage, never mistakes personalities or sharp sayings for arguments, or insinuates evil which he dare not say out. From a long-sighted prudence, he observes the maxim of the ancient sage, that we should ever conduct ourselves towards our enemy as if he were one day to be our friend. He has too much good sense to be affronted at insults, he is too well employed to remember injuries, and too indolent to bear malice. He is patient, forbearing, and resigned, on philosophical principles; he submits to pain, because it is inevitable, to bereavement, because it is irreparable, and to death, because it is his

destiny. If he engages in controversy of any kind, his disciplined intellect preserves him from the blundering discourtesy of better, perhaps, but less educated minds; who, like blunt weapons, tear and hack instead of cutting clean, who mistake the point in argument, waste their strength on trifles, misconceive their adversary, and leave the question more involved than they find it. He may be right or wrong in his opinion, but he is too clear-headed to be unjust; he is as simple as he is forcible, and as brief as he is decisive. Nowhere shall we find greater candour, consideration, indulgence: he throws himself into the minds of his opponents, he accounts for their mistakes. He knows the weakness of human reason as well as its strength, its province and its limits. If he be an unbeliever, he will be too profound and large-minded to ridicule religion or to act against it; he is too wise to be a dogmatist or fanatic in his infidelity. He respects piety and devotion; he even supports institutions as venerable, beautiful, or useful, to which he does not assent; he honours the ministers of religion, and it contents him to decline its mysteries without assailing or denouncing them. He is a friend of religious toleration, and that, not only because his philosophy has taught him to look on all forms of faith with an impartial eye, but also from the gentleness and effeminacy of feeling, which is the attendant on civilization.

Not that he may not hold a religion too, in his own way, even when he is not a Christian. In that case his religion is one of imagination and sentiment; it is the embodiment of those ideas of the sublime, majestic, and beautiful, without which there can be no large philosophy. Sometimes he acknowledges the being of God, sometimes he invests an unknown principle or quality with the attributes of perfection. And this deduction of his reason, or creation of his fancy, he makes the occasion of such



excellent thoughts, and the starting-point of so varied and systematic a teaching, that he even seems like a disciple of Christianity itself. From the very accuracy and steadiness of his logical powers, he is able to see what sentiments are consistent in those who hold any religious doctrine at all, and he appears to others to feel and to hold a whole circle of theological truths, which exist in his mind no otherwise than as a number of deductions.

Such are some of the lineaments of the ethical character, which the cultivated intellect will form, apart from religious principle. They are seen within the pale of the Church and without it, in holy men, and in profligate; they form the *beau-ideal* of the world; they partly assist and partly distort the development of the Catholic. They may subserve the education of a St Francis de Sales (21) or a Cardinal Pole (22); they may be the limits of the contemplation of a Shaftesbury or a Gibbon. Basil (23) and Julian (24) were fellow-students at the schools of Athens; and one became the Saint and Doctor of the Church, the other her scoffing and relentless foe.

## *Discourse IX*

### DUTIES OF THE CHURCH TOWARDS KNOWLEDGE

#### I

I have to congratulate myself, Gentlemen, that at length I have accomplished, with whatever success, the difficult and anxious undertaking to which I have been immediately addressing myself. Difficult and anxious it has been in truth, though the main subject of University Teaching has been so often and so ably discussed already; for I have attempted to follow out a line of thought more familiar to Protestants just now than to Catholics, upon Catholic grounds. I declared my intention, when I opened the subject, of treating it as a philosophical and practical, rather than as a theological question, with an appeal to common sense, not to ecclesiastical rules; and for this very reason, while my argument has been less ambitious, it has been deprived of the lights and supports which by another mode of handling it would have secured.

No anxiety, no effort of mind is more severe than his, who in a difficult matter has it seriously at heart to investigate without error and to instruct without obscurity; as to myself, if the past discussion has at any time tried the patience of the kind persons who have given it their attention, I can assure them that on no one can it have inflicted so great labour and fatigue as on myself. Happy they who are engaged in provinces of thought, so familiarly traversed and so thoroughly explored, that they see every where the footprints, the paths, the landmarks, and the remains of former travellers, and can never step wrong; but for myself, Gentlemen, I have felt like a navigator on a strange sea,



who is out of sight of land, is surprised by night, and has to trust mainly to the rules and instruments of his science for reaching the port. The everlasting mountains, the high majestic cliffs, of the opposite coast, radiant in the sunlight, which are our ordinary guides, fail us in an excursion such as this; the lessons of antiquity, the determinations of authority, are here rather the needle, chart, and plummet, than great objects, with distinct and continuous outlines and completed details, which stand up and confront and occupy our gaze, and relieve us from the tension and suspense of our personal observation. And thus, in spite of the pains we may take to consult others and avoid mistakes, it is not till the morning comes and the shore greets us, and we see our vessel making straight for harbour, that we relax our jealous watch, and consider anxiety irrational. Such in a measure has been my feeling in the foregoing inquiry; in which indeed I have been in want neither of authoritative principles nor distinct precedents, but of treatises *in extenso* on the subject on which I have written,—the finished work of writers, who, by their acknowledged judgment and erudition, might furnish me for my private guidance with a running instruction on each point which successively came under review.

I have spoken of the arduousness of my “immediate” undertaking, because what I have been attempting has been of a preliminary nature, not contemplating the duties of the Church towards a University, nor the characteristics of a University which is Catholic, but inquiring what a University is, what is its aim, what its nature, what its bearings. I have accordingly laid down first, that all branches of knowledge are, at least implicitly, the subject-matter of its teaching; that these branches are not isolated and independent one of another, but form together a whole or system; that they run into each other, and complete each

other, and that, in proportion to our view of them as a whole, is the exactness and trustworthiness of the knowledge which they separately convey; that the process of imparting knowledge to the intellect in this philosophical way is its true culture; that such culture is a good in itself; that the knowledge which is both its instrument and result is called Liberal Knowledge; that such culture, together with the knowledge which effects it, may fitly be sought for its own sake; that it is, however, in addition, of great secular utility, as constituting the best and highest formation of the intellect for social and political life; and lastly, that, considered in a religious aspect, it concurs with Christianity a certain way, and then diverges from it; and consequently proves in the event, sometimes its serviceable ally, sometimes, from its very resemblance to it, an insidious and dangerous foe.

Though, however, these Discourses have only professed to be preliminary, being directed to the investigation of the object and nature of the Education which a University professes to impart, at the same time I do not like to conclude without making some remarks upon the duties of the Church towards it, or rather on the ground of those duties. If the Catholic Faith is true, a University cannot exist externally to the Catholic pale, for it cannot teach Universal Knowledge if it does not teach Catholic theology. This is certain; but still, though it had ever so many theological Chairs, that would not suffice to make it a Catholic University; for theology would be included in its teaching only as a branch of knowledge, only as one out of many constituent portions, however important a one, of what I have called Philosophy. Hence a direct and active jurisdiction of the Church over it and in it is necessary, lest it should become the rival of the Church with the community at large in those theological matters which to the Church



are exclusively committed,—acting as the representative of the intellect, as the Church is the representative of the religious principle. The illustration of this proposition shall be the subject of my concluding Discourse.....

## II

There are three great subjects on which Human Reason employs itself:—God, Nature, and Man: and theology being put aside in the present argument, the physical and social worlds remain. These, when respectively subjected to Human Reason, form two books: the book of nature is called Science, the book of man is called Literature. Literature and Science, thus considered, nearly constitute the subject-matter of Liberal Education; and, while Science is made to subserve the former of the two injuries, which Revealed Truth sustains,—its exclusion, Literature subserves the latter,—its corruption. Let us consider the influence of each upon Religion separately.....

## VI

If the interposition of the Church is necessary in the Schools of Science, still more imperatively is it demanded in the other main constituent portion of the subject-matter of Liberal Education,—Literature. Literature stands related to Man as Science stands to Nature; it is his history. Man is composed of body and soul; he thinks and he acts; he has appetites, passions, affections, motives, designs; he has within him the lifelong struggle of duty with inclination; he has an intellect fertile and capacious; he is formed for society, and society multiplies and diversifies in endless combinations his personal characteristics, moral and intellectual. All this constitutes his life; of all this Literature is the expression; so that Literature is to man in some sort what autobiography is to the individual; it is his Life

and Remains. Moreover, he is this sentient, intelligent, creative, and operative being, quite independent of any extraordinary aid from Heaven, or any definite religious belief; and *as such*, as he is in himself, does Literature represent him; it is the Life and Remains of the *natural* man, innocent or guilty. I do not mean to say that it is impossible in its very notion that Literature should be tinged by a religious spirit; Hebrew Literature, as far as it can be called Literature, certainly is simply theological, and has a character imprinted on it which is above nature; but I am speaking of what is to be expected without any extraordinary dispensation; and I say that, in matter of fact, as Science is the reflection of Nature, so is Literature also—the one, of Nature physical, the other, of Nature moral and social. Circumstances, such as locality, period, language, seem to make little or no difference in the character of Literature, as such; on the whole, all Literatures are one; they are the voices of the natural man.

I wish this were all that had to be said to the disadvantage of Literature; but while Nature physical remains fixed in its laws, Nature moral and social has a will of its own, is self-governed, and never remains any long while in that state from which it started into action. Man will never continue in a mere state of innocence; he is sure to sin, and his literature will be the expression of his sin, and this whether he be heathen or Christian. Christianity has thrown gleams of light on him and his literature; but as it has not converted him, but only certain choice specimens of him, so it has not changed the characters of his mind or of his history; his literature is either what it was, or worse than what it was, in proportion as there has been an abuse of knowledge granted and a rejection of truth. On the whole, then, I think it will be found, and ever found, as a matter



of course, that Literature, as such, no matter of what nation, is the science or history, partly and at best of the natural man, partly of man in rebellion.

## VII

Here then, I say, you are involved in a difficulty greater than that which besets the cultivation of Science; for, if Physical Science be dangerous, as I have said, it is dangerous, because it necessarily ignores the idea of moral evil; but Literature is open to the more grievous imputation of recognizing and understanding it too well. Some one will say to me perhaps: "Our youth shall not be corrupted. We will dispense with all general or national Literature whatever, if it be so exceptionable; we will have a Christian Literature of our own, as pure, as true, as the Jewish". You cannot have it:—I do not say you cannot form a select literature for the young, nay, even for the middle or lower classes; this is another matter altogether: I am speaking of University Education, which implies an extended range of reading, which has to deal with standard works of genius, or what are called the *classics* of a language: and I say, from the nature of the case, if Literature is to be made a study of human nature, you cannot have a Christian Literature. It is a contradiction in terms to attempt a sinless Literature of sinful man. You may gather together something very great and high, something higher than any Literature ever was; and when you have done so, you will find that it is not Literature at all. You will have simply left the delineation of man, as such, and have substituted for it, as far as you have had any thing to substitute, that of man, as he is or might be, under certain special advantages. Give up the study of man, as such, if so it must be; but say you do so. Do not say you are studying him, his history, his mind and his heart, when you are

studying something else. Man is a being of genius, passion, intellect, conscience, power. He exercises these various gifts in various ways, in great deeds, in great thoughts, in heroic acts, in hateful crimes. He founds states, he fights battles, he builds cities, he ploughs the forest, he subdues the elements, he rules his kind. He creates vast ideas, and influences many generations. He takes a thousand shapes, and undergoes a thousand fortunes. Literature records them all to the life,

Quicquid agunt homines, votum, timor, ira, voluptas,  
Gaudia, discursus. (25)

He pours out his fervid soul in poetry; he sways to and fro, he soars, he dives, in his restless speculations; his lips drop eloquence; he touches the canvas, and it glows with beauty; he sweeps the strings, and they thrill with an ecstatic meaning. He looks back into himself, and he reads his own thoughts, and notes them down; he looks out into the universe, and tells over and celebrates the elements and principles of which it is the product.

Such is man: put him aside, keep him before you; but, whatever you do, do not take him for what he is not, for something more divine and sacred, for man regenerate. Nay, beware of showing God's grace and its work at such disadvantage as to make the few whom it has thoroughly influenced compete in intellect with the vast multitude who either have it not, or use it ill. The elect are few to choose out of, and the world is inexhaustible. From the first, Jabel and Tubalcain, Nimrod "the stout hunter", the learning of the Pharaohs, and the wisdom of the East country, are of the world. Every now and then they are rivalled by a Solomon or a Beseleel, but the *habitat* of natural gifts is the natural man. The Church may use them, she cannot at her will originate them. Not till the



whole human race is made new will its literature be pure and true. Possible of course it is in idea, for nature, inspired by heavenly grace, to exhibit itself on a large scale, in an originality of thought or action, even far beyond what the world's literature has recorded or exemplified; but, if you would in fact have a literature of saints, first of all have a nation of them.

What is a clearer proof of the truth of all this than the structure of the Inspired Word itself? It is undeniably *not* the reflection or picture of the many, but of the few; it is no picture of life, but an anticipation of death and judgment. Human literature is about all things, grave or gay, painful or pleasant; but the Inspired Word views them only in one aspect, and as they tend to one scope. It gives us little insight into the fertile developments of mind; it has no terms in its vocabulary to express with exactness the intellect and its separate faculties: it knows nothing of genius, fancy, wit, invention, presence of mind, resource. It does not discourse of empire, commerce, enterprise, learning, philosophy, or the fine arts. Slightly too does it touch on the more simple and innocent courses of nature and their reward. Little does it say<sup>1</sup> of those temporal blessings which rest upon our worldly occupations, and make them easy; of the blessings which we derive from the sunshine day and the serene night, from the succession of the seasons, and the produce of the earth. Little about our recreations and our daily domestic comforts; little about the ordinary occasions of festivity and mirth, which sweeten human life; and nothing at all about various pursuits or amusements, which it would be going too much into detail to mention. We read indeed of the feast when Isaac was weaned, and of Jacob's courtship, and of the religious merry-makings of holy Job; but exceptions, such as these,

<sup>1</sup> Vid. the Author's *Parochial Sermons*, vol. 1, Sermon xxv.

do but remind us what might be in Scripture, and is not. If then by Literature is meant the manifestation of human nature in human language, you will seek for it in vain except in the world. Put up with it, as it is, or do not pretend to cultivate it; take things as they are, not as you could wish them.

## VIII

Nay, I am obliged to go further still; even if we could, still we should be shrinking from our plain duty, Gentlemen, did we leave out Literature from Education. For why do we educate, except to prepare for the world? Why do we cultivate the intellect of the many beyond the first elements of knowledge, except for this world? Will it be much matter in the world to come whether our bodily health or whether our intellectual strength was more or less, except of course as this world is in all its circumstances a trial for the next? If then a University is a direct preparation for this world, let it be what it professes. It is not a Convent, it is not a Seminary; it is a place to fit men of the world for the world. We cannot possibly keep them from plunging into the world, with all its ways and principles and maxims, when their time comes; but we can prepare them against what is inevitable; and it is not the way to learn to swim in troubled waters, never to have gone into them. Proscribe (I do not merely say particular authors, particular works, particular passages) but Secular Literature as such; cut out from your class books all broad manifestations of the natural man; and those manifestations are waiting for your pupil's benefit at the very doors of your lecture room in living and breathing substance. They will meet him there in all the charm of novelty, and all the fascination of genius or of amiableness. To-day a pupil, to-morrow a member of the great world: to-day confined



to the Lives of the Saints, to-morrow thrown upon Babel;—thrown on Babel, without the honest indulgence of wit and humour and imagination having ever been permitted to him, without any fastidiousness of taste wrought into him, without any rule given him for discriminating “the precious from the vile”, beauty from sin, the truth from the sophistry of nature, what is innocent from what is poison. You have refused him the masters of human thought, who would in some sense have educated him, because of their incidental corruption: you have shut up from him those whose thoughts strike home to our hearts, whose words are proverbs, whose names are indigenous to all the world, who are the standard of their mother tongue, and the pride and boast of their countrymen, Homer, Aristosto, Cervantes, Shakespeare, because the old Adam smelt rank in them; and for what have you reserved him? You have given him “a liberty unto” the multitudinous blasphemy of his day; you have made him free of its newspapers, its reviews, its magazines, its novels, its controversial pamphlets, of its Parliamentary debates, its law proceedings, its platform speeches, its songs, its drama, its theatre, of its enveloping, stifling atmosphere of death. You have succeeded but in this,—in making the world his University.

Difficult then as the question may be, and much as it may try the judgments and even divide the opinions of zealous and religious Catholics, I cannot feel any doubt myself, Gentlemen, that the Church’s true policy is not to aim at the exclusion of Literature from Secular Schools, but at her own admission into them. Let her do for Literature in one way what she does for Science in another; each has its imperfection, and she has her remedy for each. She fears no knowledge, but she purifies all; she represses no element of our nature, but cultivates the whole. Science is grave, methodical, logical; with Science then she argues,

and opposes reason to reason. Literature does not argue, but declaims and insinuates; it is multiform and versatile: it persuades instead of convincing, it seduces, it carries captive; it appeals to the sense of honour, or to the imagination, or to the stimulus of curiosity; it makes its way by means of gaiety, satire, romance, the beautiful, the pleasurable. Is it wonderful that with an agent like this the Church should claim to deal with a vigour corresponding to its restlessness, to interfere in its proceedings with a higher hand, and to wield an authority in the choice of its studies and of its books which would be tyrannical, if reason and fact were the only instruments of its conclusions? But, any how, her principle is one and the same throughout: not to prohibit truth of any kind, but to see that no doctrines pass under the name of Truth but those which claim it rightfully.....



## *Literature*

### A LECTURE IN THE SCHOOL OF PHILOSOPHY AND LETTERS

#### I

(26) **W**ishing to address you, Gentlemen, at the commencement of a new Session, I tried to find a subject for discussion, which might be at once suitable to the occasion, yet neither too large for your time, nor too minute or abstruse for your attention. I think I see one for my purpose in the very title of your Faculty. It is the Faculty of Philosophy and Letters. Now the question may arise as to what is meant by "Philosophy", and what is meant by "Letters". As to the other Faculties, the subject-matter which they profess is intelligible, as soon as named, and beyond all dispute. We know what Science is, what Medicine, what Law, and what Theology; but we have not so much ease in determining what is meant by Philosophy and Letters. Each department of that twofold province needs explanation: it will be sufficient, on an occasion like this, to investigate one of them. Accordingly I shall select for remark the latter of the two, and attempt to determine what we are to understand by Letters or Literature, in what Literature consists, and how it stands relatively to Science. We speak, for instance, of ancient and modern literature, the literature of the day, sacred literature, light literature; and our lectures in this place are devoted to classical literature and English literature. Are Letters, then, synonymous with books? This cannot be, or they would include in their range Philosophy, Law, and, in short, the teaching of all the other Faculties. Far from confusing these various studies, we view the works of Plato

or Cicero sometimes as philosophy, sometimes as literature ; on the other hand, no one would ever be tempted to speak of Euclid as literature, or of Matthiæ's Greek Grammar. Is, then, literature synonymous with composition? with books written with an attention to style? is literature fine writing? again, is it studied and artificial writing?

There are excellent persons who seem to adopt this last account of Literature as their own idea of it. They depreciate it, as if it were the result of a mere art or trick of words. Professedly indeed, they are aiming at the Greek and Roman Classics, but their criticisms have quite as great force against all literature as against any. I think I shall be best able to bring out what I have to say on the subject by examining the statements which they make in defence of their own view of it. They contend then, 1. that fine writing, as exemplified in the Classics, is mainly a matter of conceits, fancies, and prettinesses, decked out in choice words; 2. that this is the proof of it, that the Classics will not bear translating; (and this is why I have said that the real attack is upon literature altogether, not the classical only; for, to speak generally, all literature, modern as well as ancient, lies under this disadvantage. This, however, they will not allow; for they maintain); 3. that Holy Scripture presents a remarkable contrast to secular writings on this very point, viz., in that Scripture does easily admit of translation, though it is the most sublime and beautiful of all writings.

## II

Now I will begin by stating these three positions in the words of a writer, who is cited by the estimable Catholics in question as a witness, or rather as an advocate, in their behalf, though he is far from being able in his own person to challenge the respect which is inspired by themselves.



“There are two sorts of eloquence,” says this writer, “the one indeed scarce deserves the name of it, which consists chiefly in laboured and polished periods, an over-curious and artificial arrangement of figures, tinselled over with a gaudy embellishment of words, which glitter, but convey little or no light to the understanding. This kind of writing is for the most part much affected and admired by the people of weak judgment and vicious taste; but it is a piece of affectation and formality the sacred writers are utter strangers to. It is a vain and boyish eloquence; and, as it has always been esteemed below the great geniuses of all ages, so much more so with respect to those writers who were actuated by the spirit of Infinite Wisdom, and therefore wrote with that force and majesty with which never man writ. The other sort of eloquence is quite the reverse to this, and which may be said to be the true characteristic of the Holy Scriptures; where the excellence does not arise from a laboured and far-fetched elocution, but from a surprising mixture of simplicity and majesty, which is a double character, so difficult to be united that it is seldom to be met with in compositions merely human. We see nothing in Holy Writ of affectation and superfluous ornament.... Now, it is observable that the most excellent profane authors, whether Greek or Latin, lose most of their graces whenever we find them literally translated. Homer’s famed representation of Jupiter, his cried-up description of a tempest, his relation of Neptune’s shaking the earth and opening it to its centre, his description of Pallas’s horses, with numbers of other long-since admired passages, flag, and almost vanish away, in the vulgar Latin translation.

“Let any one but take the pains to read the common Latin interpretations of Virgil, Theocritus, or even of Pindar, and one may venture to affirm he will be able to

trace out but few remains of the graces which charmed him so much in the original. The natural conclusion from hence is, that in the classical authors, the expression, the sweetness of the numbers, occasioned by a musical placing of words, constitute a great part of their beauties; whereas, in the sacred writings, they consist more in the greatness of the things themselves than in the words and expressions. The ideas and conceptions are so great and lofty in their own nature that they necessarily appear magnificent in the most artless dress. Look but into the Bible, and we see them shine through the most simple and literal translations. That glorious description which Moses gives of the creation of the heavens and the earth, which Longinus...was so greatly taken with, has not lost the least whit of its intrinsic worth, and though it has undergone so many translations, yet triumphs over all, and breaks forth with as much force and vehemence as in the original....In the history of Joseph, where Joseph makes himself known, and weeps aloud upon the neck of his dear brother Benjamin, that all the house of Pharaoh heard him, at that instant none of his brethren are introduced as uttering aught, either to express their present joy or palliate their former injuries to him. On all sides there immediately ensues a deep and solemn silence; a silence infinitely more eloquent and expressive than anything else that could have been substituted in its place. Had Thucydides, Herodotus, Livy, or any of the celebrated classical historians, been employed in writing this history, when they came to this point they would doubtless have exhausted all their fund of eloquence in furnishing Joseph's brethren with laboured and studied harangues, which, however fine they might have been in themselves, would nevertheless have been unnatural, and altogether improper on the occasion."<sup>1</sup>

<sup>1</sup> Sterne, *Sermon* xlii.



This is eloquently written, but it contains, I consider, a mixture of truth and falsehood, which it will be my business to discriminate from each other. Far be it from me to deny the unapproachable grandeur and simplicity of Holy Scripture; but I shall maintain that the Classics are, as human compositions, simple and majestic and natural too. I grant that Scripture is concerned with things, but I will not grant that classical literature is simply concerned with words. I grant that human literature is often elaborate, but I will maintain that elaborate composition is not unknown to the writers of Scripture. I grant that human literature cannot easily be translated out of the particular language to which it belongs; but it is not at all the rule that Scripture can easily be translated either;—and now I address myself to my task:—

## III

Here, then, in the first place, I observe, Gentlemen, that Literature, from the derivation of the word, implies writing, not speaking; this, however, arises from the circumstance of the copiousness, variety, and public circulation of the matters of which it consists. What is spoken cannot outrun the range of the speaker's voice, and perishes in the uttering. When words are in demand to express a long course of thought, when they have to be conveyed to the ends of the earth, or perpetuated for the benefit of posterity, they must be written down, that is, reduced to the shape of literature; still, properly speaking, the terms, by which we denote this characteristic gift of man, belong to its exhibition by means of the voice, not of handwriting. It addresses itself, in its primary idea, to the ear, not to the eye. We call it the power of speech, we call it language, that is, the use of the tongue; and, even when we write,

we still keep in mind what was its original instrument, for we use freely such terms in our books as "saying", "speaking", "telling", "talking", "calling"; we use the terms "phraseology" and "diction"; as if we were still addressing ourselves to the ear.

Now I insist on this, because it shows that speech, and therefore Literature, which is its permanent record, is essentially a personal work. It is not some production or result, attained by the partnership of several persons, or by machinery, or by any natural process, but in its very idea it proceeds, and must proceed, from some one given individual. Two persons cannot be the authors of the sounds which strike our ear; and, as they cannot be speaking one and the same speech, neither can they be writing one and the same lecture or discourse,—which must certainly belong to some one person or other, and is the expression of that one person's ideas and feelings,—ideas and feelings personal to himself, though others may have parallel and similar ones,—proper to himself, in the same sense as his voice, his air, his countenance, his carriage, and his action, are personal. In other words, Literature expresses, not objective truth, as it is called, but subjective; not things, but thoughts.

Now this doctrine will become clearer by considering another use of words, which does relate to objective truth, or to things; which relates to matters, not personal, not subjective to the individual, but which, even were there no individual man in the whole world to know them or to talk about them, would exist still. Such objects become the matter of Science, and words indeed are used to express them, but such words are rather symbols than language, and however many we use, and however we may perpetuate them by writing, we never could make any kind of literature out of them, or call them by that name. Such, for



instance, would be Euclid's Elements; they relate to truths universal and eternal; they are not mere thoughts, but things: they exist in themselves, not by virtue of our understanding them, not in dependence upon our will, but in what is called the *nature* of things, or at least on conditions external to us. The words, then, in which they are set forth are not language, speech, literature, but rather, as I have said, symbols. And, as a proof of it, you will recollect that it is possible, nay usual, to set forth the propositions of Euclid in algebraical notation, which, as all would admit, has nothing to do with literature. What is true of mathematics is true also of every study, so far forth as it is scientific; it makes use of words as the mere vehicle of things, and is thereby withdrawn from the province of literature. Thus metaphysics, ethics, law, political economy, chemistry, theology, cease to be literature in the same degree as they are capable of a severe scientific treatment. And hence it is that Aristotle's works on the one hand, though at first sight literature, approach in character, at least a great number of them, to mere science; for even though the things which he treats of and exhibits may not always be real and true, yet he treats them as if they were, not as if they were the thoughts of his own mind; that is, he treats them scientifically. On the other hand, Law or Natural History has before now been treated by an author with so much of colouring derived from his own mind as to become a sort of literature; this is especially seen in the instance of Theology, when it takes the shape of Pulpit Eloquence. It is seen too in historical composition, which becomes a mere specimen of chronology, or a chronicle, when divested of the philosophy, the skill, or the party and personal feelings of the particular writer. Science, then, has to do with things, literature with thoughts; science

is universal, literature is personal; science uses words merely as symbols, but literature uses language in its full compass, as including phraseology, idiom, style, composition, rhythm, eloquence, and whatever other properties are included in it.

Let us then put aside the scientific use of words, when we are to speak of language and literature. Literature is the personal use or exercise of language. That this is so is further proved from the fact that one author uses it so differently from another. Language itself in its very origination would seem to be traceable to individuals. Their peculiarities have given it its character. We are often able in fact to trace particular phrases or idioms to individuals; we know the history of their rise. Slang surely, as it is called, comes of, and breathes of, the personal. The connexion between the force of words in particular languages and the habits and sentiments of the nations speaking them has often been pointed out. And, while the many use language as they find it, the man of genius uses it indeed, but subjects it withal to his own purposes, and moulds it according to his own peculiarities. The throng and succession of ideas, thoughts, feelings, imaginations, aspirations, which pass within him, the abstractions, the juxtapositions, the comparisons, the discriminations, the conceptions, which are so original in him, his views of external things, his judgments upon life, manners, and history, the exercises of his wit, of his humour, of his depth, of his sagacity, all these innumerable and incessant creations, the very pulsation and throbbing of his intellect, does he image forth, to all does he give utterance, in a corresponding language, which is as multiform as this inward mental action itself and analogous to it, the faithful expression of his intense personality, attending on his own inward world of thought



as its very shadow: so that we might as well say that one man's shadow is another's as that the style of a really gifted mind can belong to any but himself. It follows him about *as* a shadow. His thought and feeling are personal, and so his language is personal.

## IV

Thought and speech are inseparable from each other. Matter and expression are parts of one: style is a thinking out into language. This is what I have been laying down, and this is literature; not *things*, not the verbal symbols of things; not on the other hand mere *words*; but thoughts expressed in language. Call to mind, Gentlemen, the meaning of the Greek word which expresses this special prerogative of man over the feeble intelligence of the inferior animals. It is called Logos: what does Logos mean? it stands both for *reason* and for *speech*, and it is difficult to say which it means more properly. It means both at once: why? because really they cannot be divided,—because they are in a true sense one. When we can separate light and illumination, life and motion, the convex and the concave of a curve, then will it be possible for thought to tread speech under foot, and to hope to do without it—then will it be conceivable that the vigorous and fertile intellect should renounce its own double, its instrument of expression, and the channel of its speculations and emotions.

Critics should consider this view of the subject before they lay down such canons of taste as the writer whose pages I have quoted. Such men as he is consider fine writing to be an *addition from without* to the matter treated of,—a sort of ornament superinduced, or a luxury indulged in, by those who have time and inclination for such vanities. They speak as if *one* man could do the thought, and *another* the style. We read in Persian travels of the way in which

young gentlemen go to work in the East, when they would engage in correspondence with those who inspire them with hope or fear. They cannot write one sentence themselves; so they betake themselves to the professional letter-writer. They confide to him the object they have in view. They have a point to gain from a superior, a favour to ask, an evil to deprecate; they have to approach a man in power, or to make court to some beautiful lady. The professional man manufactures words for them, as they are wanted, as a stationer sells them paper, or a schoolmaster might cut their pens. Thought and word are, in their conception, two things, and thus there is a division of labour. The man of thought comes to the man of words; and the man of words, duly instructed in the thought, dips the pen of desire into the ink of devotedness, and proceeds to spread it over the page of desolation. Then the nightingale of affection is heard to warble to the rose of loveliness, while the breeze of anxiety plays around the brow of expectation. This is what the Easterns are said to consider fine writing; and it seems pretty much the idea of the school of critics to whom I have been referring.

We have an instance in literary history of this very proceeding nearer home, in a great University, in the latter years of the last century. I have referred to it before now in a public lecture elsewhere<sup>1</sup>; but it is too much in point here to be omitted. A learned Arabic scholar had to deliver a set of lectures before its doctors and professors on an historical subject in which his reading had lain. A linguist is conversant with science rather than with literature; but this gentleman felt that his lectures must not be without a style. Being of the opinion of the Orientals, with whose writings he was familiar, he determined to buy a style. He took the step of engaging a person, at a price, to turn

<sup>1</sup> *Position of Catholics in England*, pp. 101-2.



the matter which he had got together into ornamental English. Observe, he did not wish for mere grammatical English, but for an elaborate, pretentious style. An artist was found in the person of a country curate, and the job was carried out. His lectures remain to this day, in their own place in the protracted series of annual Discourses to which they belong, distinguished amid a number of heavyish compositions by the rhetorical and ambitious diction for which he went into the market. This learned divine, indeed, and the author I have quoted, differ from each other in the estimate they respectively form of literary composition; but they agree together in this,—in considering such composition a trick and a trade; they put it on a par with the gold plate and the flowers and the music of a banquet, which do not make the viands better, but the entertainment more pleasurable; as if language were the hired servant, the mere mistress of the reason, and not the lawful wife in her own house.

But can they really think that Homer, or Pindar, or Shakespeare, or Dryden, or Walter Scott, were accustomed to aim at diction for its own sake, instead of being inspired with their subject, and pouring forth beautiful words because they had beautiful thoughts? this is surely too great a paradox to be borne. Rather, it is the fire within the author's breast which overflows in the torrent of his burning, irresistible eloquence; it is the poetry of his inner soul, which relieves itself in the Ode or the Elegy; and his mental attitude and bearing, the beauty of his moral countenance, the force and keenness of his logic, are imaged in the tenderness, or energy, or richness of his language. Nay, according to the well-known line, "*facit indignatio versus*"; not the words alone, but even the rhythm, the metre, the verse, will be the contemporaneous offspring of the emotion or imagination which possesses him. "*Poeta nascitur, non*

fit", says the proverb; and this is in numerous instances true of his poems, as well as of himself. They are born, not framed; they are a strain rather than a composition; and their perfection is the monument, not so much of his skill as of his power. And this is true of prose as well as of verse in its degree: who will not recognize in the vision of Mirza a delicacy and beauty of style which is very difficult to describe, but which is felt to be in exact correspondence to the ideas of which it is the expression?

## v

And, since the thoughts and reasonings of an author have, as I have said, a personal character, no wonder that his style is not only the image of his subject, but of his mind. That pomp of language, that full and tuneful diction, that felicitousness in the choice and exquisiteness in the collocation of words, which to prosaic writers seems artificial, is nothing else but the mere habit and way of a lofty intellect. Aristotle, in his sketch of the magnanimous man, tells us that his voice is deep, his motions slow, and his stature commanding. In like manner, the elocution of a great intellect is great. His language expresses, not only his great thoughts, but his great self. Certainly he might use fewer words than he uses; but he fertilizes his simplest ideas, and germinates into a multitude of details, and prolongs the march of his sentences, and sweeps round to the full diapason of his harmony, as if *κύδει γαίων*, rejoicing in his own vigour and richness of resource. I say, a narrow critic will call it verbiage, when really it is a sort of fullness of heart, parallel to that which makes the merry boy whistle as he walks, or the strong man, like the smith in the novel, flourish his club when there is no one to fight with.

Shakespeare furnishes us with frequent instances of this



peculiarity, and all so beautiful, that it is difficult to select for quotation. For instance, in *Macbeth*:—

Canst thou not minister to a mind diseased,  
Pluck from the memory a rooted sorrow,  
Raze out the written troubles of the brain,  
And, with some sweet oblivious antidote,  
Cleanse the foul bosom of that perilous stuff,  
Which weighs upon the heart?

Here a simple idea, by a process which belongs to the orator rather than to the poet, but still comes from the native vigour of genius, is expanded into a many-membered period.

The following from *Hamlet* is of the same kind:—

'Tis not alone my inky cloak, good mother,  
Nor customary suits of solemn black,  
Nor windy suspiration of forced breath,  
No, nor the fruitful river in the eye,  
Nor the dejected haviour of the visage,  
Together with all forms, modes, shows of grief,  
That can denote me truly.

Now, if such declamation, for declamation it is, however noble, be allowable in a poet, whose genius is so far removed from pompousness or pretence, much more is it allowable in an orator, whose very province it is to put forth words to the best advantage he can. Cicero has nothing more redundant in any part of his writings than these passages from Shakespeare. No lover then at least of Shakespeare may fairly accuse Cicero of gorgeousness of phraseology or diffuseness of style. Nor will any sound critic be tempted to do so. As a certain unaffected neatness and propriety and grace of diction may be required of any author who lays claim to be a classic, for the same reason that a certain attention to dress is expected of every gentleman, so to

Cicero may be allowed the privilege of the “*os magna sonaturum*”, of which the ancient critic speaks. His copious, majestic, musical flow of language, even if sometimes beyond what the subject-matter demands, is never out of keeping with the occasion or with the speaker. It is the expression of lofty sentiments in lofty sentences, the “*mens magna in corpore magno*”. It is the development of the inner man. Cicero vividly realized the *status* of a Roman senator and statesman, and the “pride of place” of Rome, in all the grace and grandeur which attached to her; and he imbibed, and became what he admired. As the exploits of Scipio or Pompey are the expression of this greatness in deed, so the language of Cicero is the expression of it in word. And, as the acts of the Roman ruler or soldier represent to us, in a manner special to themselves, the characteristic magnanimity of the lords of the earth, so do the speeches or treatises of her accomplished orator bring it home to our imaginations as no other writing could do. Neither Livy, nor Tacitus, nor Terence, nor Seneca, nor Pliny, nor Quintilian, is an adequate spokesman for the Imperial City. They write Latin; Cicero writes Roman.

## VI

You will say that Cicero's language is undeniably studied, but that Shakespeare's is as undeniably natural and spontaneous; and that this is what is meant, when the Classics are accused of being mere artists of words. Here we are introduced to a further large question, which gives me the opportunity of anticipating a misapprehension of my meaning. I observe, then, that, not only is that lavish richness of style, which I have noticed in Shakespeare, justifiable on the principles which I have been laying down, but, what is less easy to receive, even elaborateness in composition is no mark of trick or artifice in an author. Undoubtedly the



works of the Classics, particularly the Latin, *are* elaborate; they have cost a great deal of time, care, and trouble. They have had many rough copies; I grant it. I grant also that there are writers of name, ancient and modern, who really are guilty of the absurdity of making sentences, as the very end of their literary labour. Such was Isocrates; such were some of the sophists; they were set on words, to the neglect of thoughts or things; I cannot defend them. If I must give an English instance of this fault, much as I love and revere the personal character and intellectual vigour of Dr Johnson, I cannot deny that his style often outruns the sense and the occasion, and is wanting in that simplicity which is the attribute of genius. Still, granting all this, I cannot grant, notwithstanding, that genius never need take pains,—that genius may not improve by practice,—that it never incurs failures, and succeeds the second time,—that it never finishes off at leisure what it has thrown off in the outline at a stroke.

Take the instance of the painter or the sculptor; he has a conception in his mind which he wishes to represent in the medium of his art;—the Madonna and Child, or Innocence, or Fortitude, or some historical character or event. Do you mean to say he does not study his subject? does he not make sketches? does he not even call them “studies”? does he not call his workroom a *studio*? is he not ever designing, rejecting, adopting, correcting, perfecting? Are not the first attempts of Michael Angelo and Raffaele extant, in the case of some of their most celebrated compositions? Will any one say that the Apollo Belvidere is not a conception patiently elaborated into its proper perfection? These departments of taste are, according to the received notions of the world, the very province of genius, and yet we call them *arts*; they are the “Fine Arts”. Why may not that be true of literary composition which

is true of painting, sculpture, architecture, and music? Why may not language be wrought as well as the clay of the modeller? why may not words be worked up as well as colours? why should not skill in diction be simply subservient and instrumental to the great prototypal ideas which are the contemplation of a Plato or a Virgil? Our greatest poet tells us,

The poet's eye, in a fine frenzy rolling,  
Doth glance from heaven to earth, from earth to heaven,  
And, as imagination bodies forth  
The forms of things unknown, the poet's pen  
Turns them to shapes, and gives to airy nothing  
A local habitation and a name.

Now, is it wonderful that that pen of his should sometimes be at fault for a while,—that it should pause, write, erase, re-write, amend, complete, before he satisfies himself that his language has done justice to the conceptions which his mind's eye contemplated?

In this point of view, doubtless, many or most writers are elaborate; and those certainly not the least whose style is furthest removed from ornament, being simple and natural, or vehement, or severely business-like and practical. Who so energetic and manly as Demosthenes? Yet he is said to have transcribed Thucydides many times over in the formation of his style. Who so gracefully natural as Herodotus? yet his very dialect is not his own, but chosen for the sake of the perfection of his narrative. Who exhibits such happy negligence as our own Addison? yet artistic fastidiousness was so notorious in his instance that the report has got abroad, truly or not, that he was too late in his issue of an important state-paper, from his habit of revision and re-composition. Such great authors were working by a model which was before the eyes of their intellect, and



they were labouring to say what they had to say, in such a way as would most exactly and suitably express it. It is not wonderful that other authors, whose style is not simple, should be instances of a similar literary diligence. Virgil wished his *Æneid* to be burned, elaborate as is its composition, because he felt it needed more labour still, in order to make it perfect. The historian Gibbon in the last century is another instance in point. You must not suppose I am going to recommend his style for imitation, any more than his principles; but I refer to him as the example of a writer feeling the task which lay before him, feeling that he had to bring out into words for the comprehension of his readers a great and complicated scene, and wishing that those words should be adequate to his undertaking. I think he wrote the first chapter of his *History* three times over; it was not that he corrected or improved the first copy; but he put his first essay, and then his second, aside—he recast his matter, till he had hit the precise exhibition of it which he thought demanded by his subject.

Now in all these instances, I wish you to observe, that what I have admitted about literary workmanship differs from the doctrine which I am opposing in this,—that the mere dealer in words cares little or nothing for the subject which he is embellishing, but can paint and gild anything whatever to order; whereas the artist, whom I am acknowledging, has his great or rich visions before him, and his only aim is to bring out what he thinks or what he feels in a way adequate to the thing spoken of, and appropriate to the speaker.

## VII

The illustration which I have been borrowing from the Fine Arts will enable me to go a step further. I have been

showing the connection of the thought with the language in literary composition; and in doing so I have exposed the unphilosophical notion, that the language was an extra which could be dispensed with, and provided to order according to the demand. But I have not yet brought out, what immediately follows from this, and which was the second point which I had to show, viz., that to be capable of easy translation is no test of the excellence of a composition. If I must say what I think, I should lay down, with little hesitation, that the truth was almost the reverse of this doctrine. Nor are many words required to show it. Such a doctrine, as is contained in the passage of the author whom I quoted when I began, goes upon the assumption that one language is just like another language,—that every language has all the ideas, turns of thought, delicacies of expression, figures, associations, abstractions, points of view, which every other language has. Now, as far as regards Science, it is true that all languages are pretty much alike for the purposes of Science; but even in this respect some are more suitable than others, which have to coin words, or to borrow them, in order to express scientific ideas. But if languages are not all equally adapted even to furnish symbols for those universal and eternal truths in which Science consists, how can they reasonably be expected to be all equally rich, equally forcible, equally musical, equally exact, equally happy in expressing the idiosyncratic peculiarities of thought of some original and fertile mind, who has availed himself of one of them? A great author takes his native language, masters it, partly throws himself into it, partly moulds and adapts it, and pours out his multitude of ideas through the variously ramified and delicately minute channels of expression which he has found or framed:—does it follow that this, his personal presence (as it may be called), can forthwith be transferred to every other language



under the sun? Then may we reasonably maintain that Beethoven's *piano* music is not really beautiful, because it cannot be played on the hurdy-gurdy. Were not this astonishing doctrine maintained by persons far superior to the writer whom I have selected for animadversion, I should find it difficult to be patient under a gratuitous extravagance. It seems that a really great author must admit of translation, and that we have a test of his excellence when he reads to advantage in a foreign language as well as in his own. Then Shakespeare *is* a genius because he can be translated into German, and *not* a genius because he cannot be translated into French. Then the multiplication-table is the most gifted of all conceivable compositions, because it loses nothing by translation, and can hardly be said to belong to any one language whatever. Whereas I should rather have conceived that, in proportion as ideas are novel and recondite, they would be difficult to put into words, and that the very fact of their having insinuated themselves into one language would diminish the chance of that happy accident being repeated in another. In the language of savages you can hardly express any idea or act of the intellect at all: is the tongue of the Hottentot or Esquimaux to be made the measure of the genius of Plato, Pindar, Tacitus, St Jerome, Dante, or Cervantes?

Let us recur, I say, to the illustration of the Fine Arts. I suppose you can express ideas in painting which you cannot express in sculpture; and the more an artist is of a painter, the less he is likely to be of a sculptor. The more he commits his genius to the methods and conditions of his own art, the less he will be able to throw himself into the circumstances of another. Is the genius of Fra Angelico, of Francia, or of Raffaele disparaged by the fact that he was able to do that in colours which no man that ever lived, which no Angel, could achieve in wood? Each

of the Fine Arts has its own subject-matter; from the nature of the case you can do in one what you cannot do in another; you can do in painting what you cannot do in carving; you can do in oils what you cannot do in fresco; you can do in marble what you cannot do in ivory; you can do in wax what you cannot do in bronze. Then, I repeat, applying this to the case of languages, why should not genius be able to do in Greek what it cannot do in Latin? and why are its Greek and Latin works defective because they will not turn into English? That genius, of which we are speaking, did not make English; it did not make all languages, present, past, and future; it did not make the laws of *any* language: why is it to be judged of by that in which it had no part, over which it has no control?

## VIII

And now we are naturally brought on to our third point, which is on the characteristics of Holy Scripture as compared with profane literature. Hitherto we have been concerned with the doctrine of these writers, viz., that style is an *extra*, that it is a mere artifice, and that hence it cannot be translated; now we come to their fact, viz., that Scripture has no such artificial style, and that Scripture can easily be translated. Surely their fact is as untenable as their doctrine.

Scripture easy of translation! then why have there been so few good translators? why is it that there has been such great difficulty in combining the two necessary qualities, fidelity to the original and purity in the adopted vernacular? why is it that the authorized versions of the Church are often so inferior to the original as compositions, except that the Church is bound above all things to see that the version is doctrinally correct, and in a difficult problem is obliged



to put up with defects in what is of secondary importance, provided she secure what is of first? If it were so easy to transfer the beauty of the original to the copy, she would not have been content with her received version in various languages which could be named.

And then in the next place, Scripture not elaborate! Scripture not ornamented in diction, and musical in cadence! Why, consider the Epistle to the Hebrews—where is there in the Classics any composition more carefully, more artificially written? Consider the book of Job—is it not a sacred drama, as artistic, as perfect, as any Greek tragedy of Sophocles or Euripides? Consider the Psalter—are there no ornaments, no rhythm, no studied cadences, no responsive members, in that divinely beautiful book? And is it not hard to understand? are not the Prophets hard to understand? is not St Paul hard to understand? Who can say that these are popular compositions? who can say that they are level at first reading with the understandings of the multitude?

That there are portions indeed of the inspired volume more simple both in style and in meaning, and that these are the more sacred and sublime passages, as, for instance, parts of the Gospels, I grant at once; but this does not militate against the doctrine I have been laying down. Recollect, Gentlemen, my distinction when I began. I have said Literature is one thing, and that Science is another; that Literature has to do with ideas, and Science with realities; that Literature is of a personal character, that Science treats of what is universal and eternal. In proportion, then, as Scripture excludes the personal colouring of its writers, and rises into the region of pure and mere inspiration, when it ceases in any sense to be the writing of man, of St Paul or St John, of Moses or Isaias, then it comes to belong to Science, not Literature. Then it conveys the

things of heaven, unseen verities, divine manifestations, and them alone—not the ideas, the feelings, the aspirations, of its human instruments, who, for all that they were inspired and infallible, did not cease to be men. St Paul's epistles, then, I consider to be literature in a real and true sense, *as* personal, *as* rich in reflection and emotion, as Demosthenes or Euripides; and, without ceasing to be revelations of objective truth, they are expressions of the subjective notwithstanding. On the other hand, portions of the Gospels, of the book of Genesis, and other passages of the Sacred Volume, are of the nature of Science. Such is the beginning of St John's Gospel, which we read at the end of Mass. Such is the Creed. I mean, passages such as these are the mere enunciation of eternal things, without (so to say) the medium of any human mind transmitting them to us. The words used have the grandeur, the majesty, the calm, unimpassioned beauty of Science; they are in no sense Literature, they are in no sense personal; and therefore they are easy to apprehend, and easy to translate.

Did time admit I could show you parallel instances of what I am speaking of in the Classics, inferior to the inspired word in proportion as the subject-matter of the classical authors is immensely inferior to the subjects treated of in Scripture—but parallel, inasmuch as the classical author or speaker ceases for the moment to have to do with Literature, as speaking of things objectively, and rises to the serene sublimity of Science. But I should be carried too far if I began.

## IX

I shall then merely sum up what I have said, and come to a conclusion. Reverting, then, to my original question, what is the meaning of Letters, as contained, Gentlemen, in the designation of your Faculty, I have answered, that



by Letters or Literature is meant the expression of thought in language, where by "thought" I mean the ideas, feelings, views, reasonings, and other operations of the human mind. And the Art of Letters is the method by which a speaker or writer brings out in words, worthy of his subject, and sufficient for his audience or readers, the thoughts which impress him. Literature, then, is of a personal character; it consists in the enunciations and teachings of those who have a right to speak as representatives of their kind, and in whose words their brethren find an interpretation of their own sentiments, a record of their own experience, and a suggestion for their own judgments. A great author, Gentlemen, is not one who merely has a *copia verborum*, whether in prose or verse, and can, as it were, turn on at his will any number of splendid phrases and swelling sentences; but he is one who has something to say and knows how to say it. I do not claim for him, as such, any great depth of thought, or breadth of view, or philosophy, or sagacity, or knowledge of human nature, or experience of human life, though these additional gifts he may have, and the more he has of them the greater he is; but I ascribe to him, as his characteristic gift, in a large sense the faculty of Expression. He is master of the two-fold Logos, the thought and the word, distinct, but inseparable from each other. He may, if so be, elaborate his compositions, or he may pour out his improvisations, but in either case he has but one aim, which he keeps steadily before him, and is conscientious and single-minded in fulfilling. That aim is to give forth what he has within him; and from his very earnestness it comes to pass that, whatever be the splendour of his diction or the harmony of his periods, he has with him the charm of an incommunicable simplicity. Whatever be his subject, high or low, he treats it suitably and for its own sake. If he is a poet, "*nil molitur ineptè*". If he is

an orator, then too he speaks, not only “distinctè” and “splendidè”, but also “*aptè*”. His page is the lucid mirror of his mind and life—

Quo fit, ut omnis  
Votivâ pateat veluti descripta tabellâ  
Vita senis. (27)

He writes passionately, because he feels keenly ; forcibly, because he conceives vividly ; he sees too clearly to be vague ; he is too serious to be otiose ; he can analyse his subject, and therefore he is rich ; he embraces it as a whole and in its parts, and therefore he is consistent ; he has a firm hold of it, and therefore he is luminous. When his imagination wells up, it overflows in ornament ; when his heart is touched, it thrills along his verse. He always has the right word for the right idea, and never a word too much. If he is brief, it is because few words suffice ; when he is lavish of them, still each word has its mark, and aids, not embarrasses, the vigorous march of his elocution. He expresses what all feel, but all cannot say ; and his sayings pass into proverbs among his people, and his phrases become household words and idioms of their daily speech, which is tessellated with the rich fragments of his language, as we see in foreign lands the marbles of Roman grandeur worked into the walls and pavements of modern palaces.

Such pre-eminently is Shakespeare among ourselves ; such pre-eminently Virgil among the Latins ; such in their degree are all those writers who in every nation go by the name of Classics. To particular nations they are necessarily attached from the circumstance of the variety of tongues, and the peculiarities of each ; but so far they have a catholic and ecumenical character, that what they express is common to the whole race of man, and they alone are able to express it.



## X

If then the power of speech is a gift as great as any that can be named,—if the origin of language is by many philosophers even considered to be nothing short of divine,—if by means of words the secrets of the heart are brought to light, pain of soul is relieved, hidden grief is carried off, sympathy conveyed, counsel imparted, experience recorded, and wisdom perpetuated,—if by great authors the many are drawn up into unity, national character is fixed, a people speaks, the past and the future, the East and the West are brought into communication with each other,—if such men are, in a word, the spokesmen and prophets of the human family,—it will not answer to make light of Literature or to neglect its study; rather we may be sure that, in proportion as we master it in whatever language, and imbibe its spirit, we shall ourselves become in our own measure the ministers of like benefits to others, be they many or few, be they in the obscurer or the more distinguished walks of life,—who are united to us by social ties, and are within the sphere of our personal influence.

## NOTES

(1) Newman refers to the period 1800–1810 which saw a revival in the academic life first of Cambridge and then of Oxford. The outward sign of this movement was the passing at Oxford, in 1800, of the new Examination Statute by which written examinations in Classics and mathematics were substituted for the old oral examinations which seem to have degenerated into a mere farce. The examination statute shows the higher standard which was now set for undergraduate studies, but the content of the Classical curriculum was also being permeated with a new humanistic spirit which was ultimately to transform the school of *Litteræ Humaniores*.

The “ungenerous and jealous criticisms” are those of the *Edinburgh Review* which attacked the inactivity of the English universities and the narrowness of their studies. See also p. 84.

(2) Nonconformists and Catholics were not admitted to Oxford until after the first University Act in 1854. All religious tests were not abolished until 1871.

(3) An attempt had been made in Ireland to come to “an agreement on the fundamental articles of the Christian faith as the basis of a mixed scheme of general instruction”. But the attempt had failed as likewise in England at this date similar proposals for secular elementary education were refused by the contending religious authorities.

(4) Arcesilaus was a Greek philosopher of the second century B.C. His logic would certainly have been contrary to Aristotle’s since he held that the strength of intellectual conviction is no valid proof of the truth of a proposition. “We know nothing, not even our ignorance”, he says.

(5) “Chance is beloved of Art and Art of Chance.” Aristotle.

(6) Anaxagoras was an early Greek philosopher, one of the first to have the conception of order in the universe. The ascetic



dignity of his character seems to have influenced Pericles, Euripides and perhaps Sophocles.

(7) Preface to the *Great Instauration*. "At the outset of the work I most humbly and fervently pray to God the Father, God the Son, and God the Holy Ghost, that remembering the sorrows of mankind and the pilgrimage of this our life wherein we wear out days few and evil, They will vouchsafe through my hands to endow the human family with new mercies. This likewise I humbly pray, that things human may not interfere with things divine, and that from the opening of the ways of sense and the increase of natural light there may arise in our minds no incredulity or darkness with regard to the divine mysteries." (Spedding's edition.)

(8) τετράγωνος—perfection.

(9) Happy who can learn the causes of things

And trample underfoot all fears

Inexorable fate and the roar of hungry Acheron.

(10) Salmasius, Burman, Mosheim, Du Pin. All these writers were great scholars of the seventeenth century, an age which produced men possessed of vast erudition and meticulous scholarship, but who were little more than compilers and commentators. Never were men more learned and never a time when they were less masters of their learning.

Strength devoid of wisdom

Is overwhelmed by its own weight.

(11) Newman refers to the establishment of the Mechanics' Institutes and to "a new species of literature which has been brought into existence, with a view, among its objects, of furnishing the members of these institutions with interesting and instructive reading". This literature, he says in his lecture on *Discipline of Mind*, may serve a purpose, but it cannot educate for it demands no mental exertion from the reader, whose mind remains essentially unchanged.

(12) Newman is drawing the picture of Oriel, of which he became Fellow by scholarship in 1821. The Fellows of Oriel were known in the early nineteenth century as Noectics; their common room was the intellectual centre of Oxford; they both led the Oxford Reform Movement and defended the University against her assailants from without. For a full account of their society see W. Tuckwell, *Pre-Tractarian Oxford*, 1909.

(13) Locke. *Some thoughts concerning Education*, Section 94, The Governor.

(14) Locke. *Some thoughts concerning Education*, Section 174, Verses.

(15) Locke. *Some thoughts concerning Education*, Section 164, Latin.

(16) The following quotations are from the *Edinburgh Review*, Art. III, Oct. 1809, Review of *Essays on Professional Education* by R. L. Edgeworth. In the section of this review to which Newman refers, this issue is raised: "There are two questions which grow out of this subject; first, how far is any sort of classical education useful? second, how far is that particular classical education adopted in this country, useful?" The conclusion the Reviewers arrive at that the University has come to love the instrument more than the end, "not what may be read in Greek, but Greek itself", could scarcely be denied, in spite of Dr Copleston's defence. But the attack was made at the moment when the University itself was becoming conscious of the restricted aims of the classical training it offered.

(17) The quotations are from *A Reply to the Calumnies of the Edinburgh Review against Oxford containing an Account of Studies pursued in that University*, by Dr Copleston 1810, Chap. III, Classical Education.

(18) The quotations are from an essay in the *Quarterly Review*, Art. x, August 1811, Review of *Essays on Professional Education* by R. L. Edgeworth.

This is one of Davison's few publications. He was esteemed



highly in the University but he wrote very little by which we might now judge his intellectual quality.

(19) It will be seen from the numbering of the sections from here to the end of the Discourse, that several sections whole or in part have been omitted. In these Newman develops the Catholic conception of the features of the Christian for the purpose of contrast with the "gentleman" who is described in Section x.

(20) Shaftesbury, *An Inquiry Concerning Virtue or Merit*, 1699.

(21) St Francis de Sales, 1567–1622, the saintly bishop of Geneva, was a nobleman by birth and had been educated as a courtier. He was famed during his lifetime for his meekness and gentleness and was canonised soon after his death. Leigh Hunt has written an essay about him, called "The Gentleman Saint".

(22) Cardinal Pole, 1500–1558, English Cardinal and Archbishop of Canterbury, and friend of Sir Thomas More through whom he came into contact with the Italian Renaissance, was often called "The nobleman of England".

(23) Basil, 330–379, Bishop of Cæsarea. He was a student at Constantinople and at Athens with Julian. It was at Athens that he first began to think seriously about religion, and hence the contrast with Julian is the more startling.

(24) Julian the Apostate, 331–363, Emperor of Rome. He was educated in the Christian faith under Eusebius, Bishop of Nicomedia and for a very short time studied at Athens. He idealised the dying Pagan beliefs and, convinced that Christianity was a massacring faith, attempted to re-establish a pagan philosophy in the Empire and to stamp out Christianity.

(25) "Whatever inspires men—desire, fear, anger, delight, joys, wanderings of the mind."

(26) Newman published with the Discourses ten lectures given on various occasions in Dublin University. This lecture is a passionate defence of the sincerity of literature which Newman

ever felt to be the first essential of a classic. One might take as the text of this lecture, the words of Spenser :

Of the soul the body form doth take

For soul is form and doth the body make.

The *Discourses* illustrate Newman's skill in developing an argument, the lecture on *Literature* is a good example of the glow and fervour of his more rhetorical style when he gives rein to his imagination on a subject that he holds dear. Newman can also use another style, not illustrated here—trenchant satire, a weapon which no master of English has handled more delicately and skilfully. His replies to the charges of Charles Kingsley are a masterpiece in this style.

(27) "Wherefore it comes about that the whole life of the old man lies before us as if painted on a votive tablet."



## SOME DATES IN THE LIFE OF JOHN HENRY NEWMAN

- 1801 Birth.
- 1818 Scholar of Trinity College, Oxford.
- 1821 Gained the Oriel Fellowship by examination.
- 1824 Took orders in the Anglican Church.
- 1828 Vicar of St Mary's, Oxford, where he preached his famous University sermons.
- 1833 The Tractarian movement "in defence of the Church" began.
- 1839 Newman first doubted the validity of the Anglican position in the Universal Catholic Church.
- 1845 *The Development of Christian Doctrine* finished and Newman received into the Roman Catholic Church.
- 1850 Lectures on *Certain Difficulties Felt by Anglicans* delivered.
- 1851 Appointed Rector of the Dublin Catholic University.
- 1852 Lectures on *Scope and Nature of University Education* delivered at Dublin.
- 1855-57 In residence in Dublin.
- 1858 Resigned Rectorship of the University.
- 1864 The *Apologia Pro Vita Sua* written in reply to Kingsley's accusations.
- 1864-7 Plans for a Catholic Oratory at Oxford.
- 1870 *Essay in Aid of a Grammar of Assent* published.
- 1879 Made Cardinal of the Roman Church.
- 1890 Death.

## DATES IN THE HISTORY OF EDUCATION RELEVANT TO THE IDEA OF A UNIVERSITY

- 1798 Edgeworth's *Essays on Practical Education* published.
- 1801 New Examination Statute passed at Oxford.
- 1810 Dr Copleston defended Oxford against the attacks of the *Edinburgh Review*.
- 1823 Mechanics' Institutes established in England.
- 1827 University College, London, founded. The College had no Chair of Theology.
- 1829 King's College, London, founded.
- 1830 *Edinburgh Review* attacked the classical curriculum of the public schools and the religious exclusiveness of the older Universities.
- 1831 Durham University founded.
- 1834 Liverpool Mechanics' Institute opened.
- 1836 London University incorporated.
- 1837 *On the Principles of English University Education* published by Whewell.
- 1845-50 Proposals to establish "mixed" Queen's Colleges in Ireland.
- 1851 Owens College, Manchester, founded.
- 1852 Lectures on *The Scope and Nature of University Education* delivered by Newman.
- 1854 The Working Men's College founded.
- 1854 *The Educational Value of the Natural History Sciences* published by J. Huxley.
- 1855 *Oxford Studies* by Mark Pattison.
- 1858 London University degrees given purely by examination.
- 1859-61 *Education* by Herbert Spencer.
- 1867 *Essays on a Liberal Education* by F. W. Farrar.
- 1867 *Culture and Anarchy* by Matthew Arnold.
- 1868 *Suggestions on Academical Organisation* by Mark Pattison.
- 1883 *The Theory and Practice of Teaching* by E. Thring.
- 1885 *Memoirs* of Mark Pattison.



## SOME SECONDARY AUTHORITIES

- R. L. ARCHER. *Secondary Education in the Nineteenth Century*. 1921.  
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B. NEWMAN. *Cardinal Newman*. 1925.  
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(In the chapter on Oxford and Cambridge by Professor Halliday, Newman's ideals are given a modern setting, while in the following chapter on the Modern Universities by Professor Morgan, they are severely attacked and rejected.)



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